ALAMO COLLEGES DISTRICT

Educator Preparation Program

“Empowering Teachers for Student Success in our Diverse Communities”



Alamo College’s Educator Preparation Program (EPP) Handbook

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Contents

Alamo Colleges 3

Vision: 3

Mission: 3

Values: 3

Admission Requirements 3

Application Requirements 3

Contingency Admissions 4

Program Acceptance 4

Returning Candidates 4

Expectations 5

Attendance: 5

Cell Phones: 5

Academic Standards: 5

Repeating Coursework: 5

Academic Probation Policy 5

Academic Integrity Violations 5

Candidates' Responsibilities 6

Assignments and Tests 6

Professional Conduct 6

Contact Information 6

Required Skills of Educators 6

Supply and Demand for Educators in Texas 7

Curriculum 8

Alamo Colleges EPP Military Service Policy 9

Chapter 149. Commissioner's Rules Concerning Educator Standards 9

Chapter 247. Educators' Code of Ethics 14

Alamo Colleges EPP – Program Description and Delivery 17

§228.43. Preservice Field-Based Experiences for Classroom Teacher Candidates. 17

Tests 19

Preliminary Criminal History Evaluation (PCHE) [19 TAC § 227.103] 19

Criminal Background Check / Fingerprints 20

Internship 20

Policies and Procedures 21

Intern Certificate: 21

Intern Certificate Eligibility: 21

Intern Certificate Required Information: 22

Intern Certificate Application Process: 22

Statement of Eligibility (SOE): 22

Internship Fees: 22

Resignations: 23

Exit Policy 23

Intern Mentor Teacher Assigned: 23

Field Supervisor Assigned: 24

Certification Areas: 27

Clinical Teaching 28

Standard Certification 31

Completer 32

Advisory Committee 32

Complaint Process 33

Alamo Colleges EPP Contact Information & Program Staff 38

Alamo Colleges

Vision: Alamo Colleges will be the best in the nation in Student Success and Performance Excellence

Mission: Alamo Colleges is empowering our diverse communities for success.

The **Mission** of the Alamo Colleges Educator Preparation Program is to empower teachers for student success in our diverse communities.

Values: The members of Alamo Colleges are committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.



INTEGRITY: We act ethically, building a culture of trust and respect.
COMMUNICATION: We engage in open and transparent communication, information sharing, and collaboration.
COMMUNITY: We collaborate through a culture of learning and service, where unity in diversity occurs with mutual respect, cooperation, and accessibility.
ACADEMIC FREEDOM: We value creativity, through vigorous inquiry and a free exchange of ideas.
ACCOUNTABILITY: We accept responsibility for our actions and strive for continuous learning and improvement through a safe and secure environment in order to achieve our vision.

Admission Requirements TAC *§227.1 a-f*

The 2026-2027 program requirements are based on adopted rule revisions of the Texas Administrative Code, Aug. 2, 2026:

Subchapter A. Admission to Educator Preparation Programs

Bachelor's Degree earned from and conferred by an accredited **institution** of **higher education** (IHE)

- Minimum 3.0 GPA (last 60 hours or overall)
- Official transcripts from **all** colleges or universities previously attended

Additionally, the Alamo Colleges Educator Preparation Program (EPP) requires:

- attend an Information Session (Dates posted on ACEPP Webpage)

Information Session Topics per Texas Education Code, §21.044(g):

- ◦The knowledge and skills educators need to improve the performance of the diverse student population of TX
- ◦The responsibilities that educators are required to accept
- ◦The high expectations for students in this State
- ◦**The effect of supply & demand forces on the educator workforce in this State**
- ◦**The performance over time of the EPP for the past five years**
- ◦The skills for building strong classroom management skills
- ◦The framework in this State for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H.

Application Requirements

- **Criminal Background check***
- Completed Application & FERPA (Student Information Release Form) **
- Official transcripts from an accredited IHE & Conferred degree with a minimum 3.0 GPA
- 1 Reference
- Completed EPP Requirements Checklist
- Passing score on TX PACT Content examination (***if required***- TX PACT exams are not the same as the TExES content-pedagogy certification exams used for standard certification.)
- Transfer Form from previously attended EPP (if applicable) will be reviewed to ensure all admission requirements are met
- Interview video
- Out of Country Applicants must have transcripts evaluated by a TEA approved evaluator and minimum scaled scores of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing on the TOEFL. Contact the EPP for TOEFL code.

* **Criminal Background Check:**
§227.1. General Provisions
(d) EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or an electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:
(1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;
(2) the current State Board for Educator Certification (SBEC) rules prescribed in §249.16 of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); and
(3) the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B, of this title (relating to Preliminary Evaluation of Certification Eligibility).

Specific school districts may have their own procedure for allowing student observations at their campuses. Therefore, it is possible for a student to go through multiple background checks if he/she wants to visit different school districts. When a student is ready to begin their field-based experience, the student must contact the ACEPP Manager.

** **Family Educational Rights and Privacy Act (FERPA):** It is the responsibility of the Alamo Colleges to protect all student records and not disclose them to people outside of the college. The Alamo Colleges are not even at liberty to discuss whether the person is a student at the college or not. The Alamo Colleges Educator Preparation Program (ACEPP) abides by FERPA.

The ACEPP may be approached by schools (ISD's, charter schools or private schools) inquiring about viable candidates to interview and consider for employment. However, the ACEPP will only release contact information (name, phone number, and qualifications) to prospective employers if the student has signed the "Student Information Release Form."

Contingency Admissions

When an applicant meets all admission requirements specified in §227.10 of this title (relating to Admission Criteria) except graduation and degree conferred from an accredited institution of higher education they may receive Contingency Admission. They must be scheduled to receive a bachelor's degree at the end of the semester (within 16 weeks) in which admission to the program is sought. Candidates are allowed to take a content test for purposes of admission into Alamo Colleges EPP. Candidates cannot be placed in a classroom as a classroom teacher under this section until receiving a bachelor's degree. See the U.S. Department of Education database of accredited postsecondary institutions and programs.

Candidates accepted will have 16 weeks to complete requirement for the degree required for admission and submit an official transcript to the EPP that reflects the required degree has been conferred. If the degree is not conferred, the candidate must be removed from the EPP.

Candidate--An individual who has been formally or contingently admitted into an EPP; also referred to as an enrollee or participant.

Program Acceptance

After an evaluation of transcripts, review of application documents and interview:

- Candidate will receive an email with a formal letter of acceptance
- Candidate must respond to the email within 5 business days clearly Accepting or Rejecting admission into the program acceptance
- **Once a candidate has accepted admission into the Alamo Colleges EPP, the candidate will not be permitted to take any additional certification exams until approval is granted**.
- **If the candidate decides to change cert area, it must be in writing and will require additional coursework for that area. Approval may only be granted one time.**
- Upon acceptance the candidate will receive a schedule of upcoming classes and tuition requirements
- Candidates who do not qualify for acceptance will receive an email stating deficiencies

Returning Candidates

Returning candidates are those who have not completed the EPP program within 2 years of being accepted into the program. They will be required to:
1) Submit a letter requesting reinstatement

2) Submit documentation of all educational related work experiences in the interim.

An individualized completion plan will be developed based on the above documentation and current SBEC/TEA requirements. Fees will be at the current rates charged to newly enrolled candidates to stay current with educational trends and pedagogy. Students who have been inactive for over 1 year will be removed from the EPP and will receive a Drop letter.

Expectations

Attendance: Alamo Colleges Educator Preparation Program (ACEPP) candidates must attend classes and complete online coursework. The ACEPP expects candidates to be on time for **Zoom** classes and stay for the duration of the course, with their cameras on. It is a student's responsibility to inform their instructor in case of a tardiness and/or absence. If a candidate is repeatedly absent, they run the risk of failing the course.

Cell Phones: Cell phones must be silent or turned off before entering the **Zoom** classroom to avoid disruption of instruction and to allow candidates to focus on instruction.

Academic Standards: It is the student's responsibility to know when assignments, projects, presentations, and exams are due. Late assignments can result in lower grades or failure. The student must contact the instructor if deadlines cannot be met. Failure to communicate with the program manager or instructor will result in termination from the program. Communication is vital and defined as an email or phone call which must be made within 3 days of occurrence.

Repeating Coursework: Candidates who fail a course must repeat and pay for that course. If a candidate fails any course, they will be placed on academic probation.

Academic Probation Policy

1. Candidates who fail any required ACEPP course are placed on academic probation.
2. Candidates placed on Academic Probation must repeat the course that was failed before enrolling in another course.
3. Candidates cannot be placed as an intern or clinical teacher while on academic probation.
4. Candidates will be removed from academic probation when the failed course has been passed with a grade of "C" or higher.
5. Candidates who fail to be reinstated to good standing within 1 year of being placed on Academic Probation will be dismissed from the ACEPP.

Academic Integrity Violations

Academic integrity violations cover conduct involving scholastic dishonesty. It is a violation of the Student Code of Conduct to engage in the following conduct:

Sale of Academic Product: Preparing, selling, offering or advertising for sale, or delivering to another person an Academic Product, in exchange for anything of value, except where the conduct consists solely of offering or providing tutoring or editing assistance to another person in connection with the other person's preparation of an Academic Product to satisfy the other person's academic requirement, and the particular Student does not offer or provide substantial preparation, writing, or research in the production of the Academic Product. Academic Product includes but is not limited to a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.

Academic Enticement or Influence: Influencing or attempting to influence an employee, faculty member or administrator in a specific exercise of official duties (such as course grades, extensions of deadlines or waivers of academic requirements) by offering any benefit to the employee, faculty member or administrator.

Academic Misconduct: The intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument.

Cheating: The use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; or unauthorized copying or collaboration.

Fabrication: Intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

Collusion: Assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.
Plagiarism: The unauthorized or undocumented use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

Candidates' Responsibilities

If a candidate is unable to complete certification requirements within the 2-year timeline, they must provide a letter of commitment to remain part of the program and be actively seeking employment as a teacher within a reasonable commuting distance. Candidates working in an educational environment and/or with medical conditions or military deployment status can be granted extensions for program completion. Requests for time extensions must be submitted in writing for approval by the Program Manager. Extension requests are not exempt from tuition increases.

Assignments and Tests

It is a candidate's responsibility to complete all assignments and tests in a timely matter as they are assigned by instructors. If a student has difficulty completing an assignment or test on time, he/she must make **prior** arrangements with the instructor. It is possible for a candidate to fail the course for not successfully completing assignments, coursework, discussions or tests.

Professional Conduct

: TAC §228.50; §228.30; and TAC §247: Candidates must always present themselves in a professional manner. Professionalism is required in the classroom, as a candidate, an intern teacher or clinical teacher. Communication must always be respectful towards instructors, all students, classmates, administrators and staff.
As a candidate in ACEPP you represent the Alamo Colleges EPP as well as the teaching profession. This demands professional dress, demeanor, hygiene and behavior at all times – in classes and in field settings.
If there is a breach of conduct or professionalism, the Program Manager will take proper measures which could result in removal from the program.

Contact Information

: If a candidate's phone number, mailing address, and/or e-mail address change, it is their responsibility to notify the ACEPP Staff. (See page 38 for contact list)

Required Skills of Educators

Patience - This is likely the single most important skill. Kids these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the looney bin, which is why **every good teacher needs patience** to find a way to work with their students and earn their respect.
Adaptability - Different kids learn in different ways, and some lessons need unique teaching tools. Good teachers know how to **adapt their lesson plan** to their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.
Imagination - Whether you teach high school chemistry or kindergarten, nothing is a more effective tool than using your imagination to **create new and interesting ways for your students to learn**. You may be inspired by the work of another teacher, mentor or a TV commercial - it doesn't matter. All that matters is that you **take the initiative** to find new ways for your kids to learn the material.
Teamwork - Teachers could have a hard time without a wide variety of support staff around them. If you feel alone, your school principal, administrative staff, parent-teacher committee, and more are often available to provide you help. By working as a team, you may have an easier time increasing your students' ability to learn and have fun.
Risk Taking - Sometimes to get a big reward, you may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these **new learning methods** can be risky. Stick to it and you'll soon find that others are following your teaching example.
Constant Learning - You can never know too much when you are a teacher, especially when it comes to the best way to teach your students. Great teachers are constantly looking for ways to expand their horizons with courses, workshops, and seminars. Make sure you **don't become stagnant by** taking courses to keep the content fresh in your mind.
Communication - No teacher will succeed if they don't have good communication skills. Clear, concise, and to the point - **the better your communication skills are, the easier your lessons will be**. There are many different types of classes available to help some teachers who may need help improving their skills. **Mentoring** - Teachers need to always remember that, aside from parents, they are **one of the most consistent mentors in a child's life**. That means always **setting a good example**. Teachers may also have students they spend extra time with being a mentor, which means that **being a good role model** is even more important.

Leadership - One of the other most important skills each teacher must have (besides patience) is **leadership**. Your students need someone to guide them, to be in charge, and set the tone of the class. Leadership is a difficult skill, meaning you may want to get outside help if you feel you could use more work on this skill, or any other for that matter.

Responsibilities of Teachers

- Preparing lesson plans
- Teaching classes
- Evaluating student progress/grading
- Encouraging students
- Acting as teacher-advisor for students
- Maintaining discipline in the classroom
- Running extracurricular sports, clubs and activities (voluntary)
- Communicating with parents about students' progress
- Continuing intellectual and professional development
- Working as part of a cooperative and diverse team of educators and administrators to carry out the vision and mission of the campus and school district

Rigorous Student Expectations

The State of Texas has high student expectations. It is imperative that all Texas educators understand how the STAAR program measures the Texas Essential Knowledge and Skills (TEKS) curriculum standards.

The State of Texas Assessments of Academic Readiness (STAAR) program, which was implemented in spring 2012, includes annual assessments for:

- reading and mathematics, grades 3–8
- science at grades 5 and 8
- social studies at grade 8
- end-of-course (EOC) assessments for English I, English II, Algebra I, Biology and U.S History

Classroom Management Tips

At one time or another, every teacher will encounter an unruly class. How that class is handled is essential to maintain the dynamic of teacher vs. student. Master these **7 classroom management techniques:**

1. Get Focused
2. Be Direct
3. Circulate
4. Role Model
5. Environment
6. Clear Rules and Consequences
7. Put the "I" in "Instruct" Adapted from Teacher Certification.org

Supply and Demand for Educators in Texas

Over the next decade, there will be an increasing demand for new teachers, due in part to a dramatic increase in enrollments and high attrition rates as an aging teacher workforce becomes eligible for retirement.

As demographics change in Texas, there will be an increasing need to attract minority teachers. One of the goals of the SBOE is to have a teacher workforce that reflects the racial-ethnic composition of the state.

In the State of Texas, there continues to be a shortage of secondary math and science teachers. The Texas Education Agency has released the statewide teacher shortages areas: Bilingual Education/English as a Second Language; Foreign Languages; Mathematics (STEM); Science; Special Education. The Texas Workforce Commission anticipates elementary school teaching positions will add the second-highest number of jobs among all occupations in the state through the end of the decade assuming the economy returns to long-term growth patterns. That's nearly 68,000 new jobs. Middle schools are expected to add an additional 65,000 teaching jobs during the same period.

Typically, teachers are in demand for urban and rural areas. Urban and poor communities will have the greatest need for teachers, with more than 700,000 additional teachers needed in the next decade. Urban communities also face the added challenge of retaining their teachers, who may be attracted to the higher salaries offered in wealthier suburban school districts. The urban schools typically open schools with substitutes in the classroom because of the lack of available certified

teachers. Some school districts will pay a signing bonus or extra stipend as an incentive if the teacher agrees to teach in an inner-city school or in a shortage area. The rural areas typically have difficulty attracting teachers because of their remoteness and lack of amenities.

Since some shortage areas have been forced to hire teachers without certifications or to instruct in areas outside of their certifications, preference is given to teachers with a Master of Arts in Teaching, a Master of Education or a similar graduate degree. Master's degrees can equate to higher salaries and more leadership opportunities.

Curriculum TAC *§228.57*

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for Alamo Colleges EPP and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, and enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.

(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

(1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:

(A) professional ethical conduct, practices, and performance;

(B) ethical conduct toward professional colleagues; and

(C) ethical conduct toward students;

(2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);

(3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;

(4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;

(5) the importance of building strong classroom management skills;

(6) the framework in this state for teacher and principal evaluation;

(7) appropriate relationships, boundaries, and communications between educators and students;

(8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

(A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

(B) provide effective, evidence-based strategies to determine a person's degree of digital literacy;

(C) cover best practices in:

(i) assessing students receiving virtual instruction, based on academic progress; and

(ii) developing a virtual learning curriculum; and Required Educator Coursework and Training §228.D.

(D) include resources to address any deficiencies identified by the digital literacy evaluation;

(9) instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC, §21.044(a-1)(1)-(3); and

(10) instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board of Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

(d) The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

(1) the relevant TEKS, including the English Language Proficiency Standards;

(2) reading instruction, including instruction that improves students' content-area literacy;

(3) for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

(4) the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

(e) The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

(1) child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

(2) Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

(3) Science of Teaching Reading Standards.

(f) The following content shall be included in the curriculum for candidates enrolled in Preparing and Retaining Educators Through Partnership (PREP) routes and shall be delivered by certified instructors who have been trained and certified by Texas Education Agency (TEA) staff for that purpose as described under §228.31(d) of this title (relating to Minimum Educator Preparation Program Obligations to All Candidates).

(1) Beginning September 1, 2027, curriculum for candidates pursuing certification in Early Childhood-Grade 3 and Early Childhood-Grade 6 through a preservice alternative certification or PREP traditional route must include The EPP Texas Reading Academies and The EPP Mathematics Achievement Academies.

(2) Beginning September 1, 2027, curriculum for candidates pursuing certification in all teacher certification areas through a preservice alternative certification or PREP traditional route must include The Science of Learning.

(3) Beginning September 1, 2028, curriculum for all candidates pursuing certification through a PREP route must include applicable training content required in paragraphs (1) and (2) of this subsection and other training content that has been developed by the commissioner of education and approved under paragraph (4) of this subsection.

(4) All training content described in paragraphs (1)-(3) of this subsection must be reviewed by TEA staff and referred to the SBEC for consideration and approval to ensure that the content:

(A) is research-based; Required Educator Coursework and Training §228.D.

(B) meets the statutory requirements of TEC, §21.044(a)(1);

(C) is practice-based; and

(D) includes performance-based assessments of candidate proficiency in the knowledge and skills of the educator standards.

(5) EPP requirements for integration of PREP training content in the 2027-2028 and 2028-2029 academic years are described in the figures in §228.15(b), (c), and (d) of this title (relating to Additional Approval).

Statutory Authority: The provisions of this §228.57 issued under the Texas Education Code, §§21.003(a), 21.031; 21.041(b)(1)-(4) and (e); 21.0412, as added by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025; 21.044; 21.044(i) and (j), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0441; 21.0442(c); 21.04421, 21.04422, and 21.04423, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); 21.051; 21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and 21.901-21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.57 adopted to be effective September 1, 2024, 49 TexReg 3531; amended to be effective August 2, 2026, 51 TexReg 4845.

https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228d.pdf

Curriculum Indicators - Assessments: Formative and summative assessments will be administered throughout coursework to assess the candidates' knowledge and skills development needed to promote student achievement. Commonly used assessments may include, but are not limited to quizzes, tests, cooperative learning activities, hands-on-activities and experiments, oral discussion and question and answer sessions. Assessments are rigorous and provide the teacher candidates an opportunity to experience a variety of assessment techniques.

Alamo Colleges EPP Military Service Policy

2.5 hours of coursework may be given for every year of military experience. (This may be used for hiring purposes and for up to 20 hours for FBE or Professional Development.) **§228.35 (a)(5)(A)** Each EPP must develop and implement specific criteria and procedures that allow military service member or military veteran candidates to credit verified military service, training, or education toward the training, education, work experience, or related requirements (other than certification examinations) for educator certification requirements, provided that the military service, training, or education is directly related to the certificate being sought.

2.5 hours of coursework may be given for every year of experience for "candidates who are not military service members or military veterans to substitute prior or ongoing service, training, or education, provided that the experience, education, or training is not also counted as a part of the internship, clinical teaching, or practicum requirements, was provided by an approved EPP or an accredited institution of higher education within the past five years, and is directly related to the certificate being sought." **§228.35 (a)(5)(B)**

The Texas Education Agency is proud to provide opportunities for the military community and first responders to become Texas educators. https://tea.texas.gov/texas-educators/certification/military-community-first-responders Military Community & First Responders | Texas Education Agency

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter AA. Teacher Standards

§149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards used to inform the preparation, appraisal, and professional development of Early Childhood-Grade 12 pre-service and in-service teachers in Texas. The standards:

(1) emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials;

(2) assume that practicing teachers are aware of Open Educational Resource (OER) instructional materials, customize materials as directed by their district, and engage in initial lesson plan design when directed by their district;
(3) describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students;
(4) describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment;
(5) reflect research- and evidence-based practices that ensure all students are held to rigorous grade level academic and non-academic standards; and
(6) define a teacher's role as a professional, ethical, and reflective practitioner.

(b) Definitions. The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.
(1) Academic language--the oral, written, auditory, and visual language specific to a discipline. It includes vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and rhetorical conventions that allow students to acquire knowledge and academic skills.
(2) Accelerated instruction--includes aligned research-driven strategies and supports within a multitiered instructional model that helps students make more than one year of growth in one year of time.
(3) Complex text--texts that provide students opportunities to work with new language, knowledge, and ways of thinking. Text complexity is evaluated along quantitative dimensions such as word and sentence length; qualitative dimensions such as text structure, levels of meaning, and language conventions; and considerations including the reader's background, motivation, and knowledge of the topic.
(4) Deliberate practice--practice that is systematic, requires sustained attention, and is conducted with the specific goal of improving performance on targeted skills.
(5) Encoding--the process by which information is initially coded to be stored and retrieved. Encoding requires attention to key concepts and knowledge structures and is aided by reducing extraneous cognitive load or information in the learning environment.
(6) Engagement--a state in which students are cognitively and behaviorally connected to and involved in their learning experience, characterized by participation, curiosity, and perseverance.
(7) Evidence-based--a concept or strategy that has been evaluated as a whole and found to have positive effects when implemented with programmatic fidelity.
(8) Explanatory feedback--feedback that provides the learner with an explanation of strengths and weaknesses related to the learning activity or assignment.
(9) Explicit instruction--instruction in which the teacher's actions are clear, unambiguous, direct, and visible. Explicit instruction makes it clear what the students are to do and learn.
(10) Fixed personality traits--the misconception that personality traits become fixed at certain stages of an individual's development and do not change over time.
(11) Formative assessment--A deliberate low- or no-stakes process used by teachers during instruction to elicit and use evidence of student learning to provide actionable feedback and improve students' attainment of learning targets.
(12) Hemispheric dominance--the misconception that each brain hemisphere is specialized to process information differently and that the dominant hemisphere determines a person's personality and way of thinking.
(13) High-quality instructional materials--instructional materials, approved by the State Board of Education (SBOE), that ensure full coverage of Texas Essential Knowledge and Skills (TEKS); are aligned to evidence-based best practices in the relevant content areas; support all learners, including students with disabilities, emergent bilingual students, and students identified as gifted and talented; enable frequent progress monitoring through embedded and aligned assessments; include implementation supports for teachers; and provide teacher- and student-facing lesson-level materials.
(14) Instructional preparation--describes the process by which a teacher uses knowledge of students and student learning to prepare instructional delivery to a unique group of students. Instructional preparation may include activities such as lesson plan design, evaluation of instructional materials, and lesson internalization.
(15) Interleaving--an instructional technique that arranges practice of topics in such a way that consecutive problems cannot be solved by the same strategy.
(16) Just-in-time supports--a learning acceleration strategy that integrates small, timely supports to address gaps in the most critical prerequisite knowledge and skills that students will need to access grade- or course-level content in upcoming units.
(17) Learning styles--the disproven theory that identifies learners by type (visual, auditory, reading and writing, and kinesthetic) and adapts instruction to the individual's learning style.
(18) Lesson plan design--describes the process by which a teacher creates the planned learning experiences and related instructional materials for a topic. Lesson plan design includes activities such as developing or selecting objectives, learning experiences, sequencing, scaffolds, resources, materials, tasks, assessments, and planned instructional practices.
(19) Lesson internalization--an aspect of instructional preparation specific to teaching a lesson or unit. It includes activities such as evaluating sequencing, learning goals, and expected outcomes; using assessment data to identify prior knowledge; studying lesson content; rehearsing lesson delivery; identifying possible misconceptions; as well as planning instructional strategies, materials, and pacing.
(20) Metacognition--the awareness of how one's mind learns and thinks and the use of that awareness to optimize the efficiency of learning and cognition.
(21) Multiple means of engagement--a range of options provided to engage and motivate students in learning.
(22) Multiple means of representation--a range of options provided in the ways that information is presented to students.
(23) Multiple means of action and expression--a range of options provided in the ways that students express or demonstrate their learning.
(24) Open education resource instructional materials --state-developed materials included on the list of approved instructional materials maintained by the SBOE under Texas Education Code (TEC), §31.022, where the underlying intellectual property is either owned by the state of Texas or can be freely used and modified by the state in perpetuity.
(25) Patterns of student thinking--common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems.
(26) Productive struggle--expending effort to understand a challenging situation and determine a course of action when no obvious strategy is stated and receiving support that encourages persistence without removing the challenge.
(27) Recall--also referred to as "retrieval," the mental process of retrieving information that was previously encoded and stored in long-term memory.

(28) Remediation--strategies that focus on the drilling of isolated skills that bear little resemblance to current curriculum. Activities connect to past standards and aim to master content from past years.
(29) Research-based--a concept or strategy with positive findings from studies effective in isolation or combination with other researched strategies or evidence-based programs.
(30) Retrieval practice--also referred to as "testing effect" or "active recall," it is the finding that trying to remember previously learned material, including by responding to questions, tests, assessments, etc., leads to better retention than restudying or being retold the material for an equivalent amount of time.
(31) Science of learning--the summarized existing cognitive-science, cognitive psychology, educational psychology, and neuroscience research on how people learn, as it connects to practical implications for teaching.
(32) Second language acquisition--the process through which individuals leverage their primary language to learn a new language. A dynamic process of learning and acquiring proficiency in the English language, supported by exposure to comprehensible input, interaction, formal instruction, and access to resources and support in English and primary language.
(33) Spaced practice/Distributed practice--spaced practice sequences learning in a way that students actively retrieve learned information from long-term memory through multiple opportunities over time with intervals in between--starting with shorter intervals initially (e.g., hours or days) and building up to longer intervals (e.g., weeks).
(34) State Board of Education-approved instructional materials-materials included on the list of approved instructional materials maintained by the State Board of Education under TEC, §31.022.
(35) Summative assessment--medium- to high-stakes assessments, administered at the conclusion of an instructional period that are used to evaluate student learning, knowledge, proficiency, or mastery of a learning target.

(c) Standards.

(1) Standard 1--Instructional Preparation. Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

(A) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.

(i) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.
(ii) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding, such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.
(iii) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.
(iv) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles, personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.

(B) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

(i) Teachers identify the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, grade- or course-level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.
(ii) Teachers identify the benefits of using high-quality instructional materials.
(iii) Teachers apply knowledge of the components of high-quality instructional materials to select or customize materials when appropriate.
(iv) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade- or course-level content.
(v) Teachers use high-quality materials to plan instruction that connects students' prior understanding and real-world experiences to new content and contexts.

(C) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.

(i) Teachers design lessons based on the components of high-quality instructional materials, such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade- or course-level content.
(ii) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.
(iii) Teachers design lessons that connect students' prior understanding and real-world experiences to new content and contexts.
(iv) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

(D) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

(i) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.
(ii) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.
(iii) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology, intervention, linguistic supports, appropriate scaffolding, and implementation of individualized education programs.

(E) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.

(i) Teachers plan to present information in a meaningful way that activates or provides any prerequisite knowledge to maximize student learning.
(ii) Teachers collaborate with other professionals, use resources, and plan research and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism, and biliteracy.
(iii) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible and instruction is fully accessible.

(iv) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Act (20 U.S.C. §1400, et seq.) or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794) can affect student learning and development.

(F) Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.

(i) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.

(ii) Teachers identify how the learning goals of units and lessons are aligned to state standards.

(iii) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.

(iv) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.

(v) Teachers plan for pacing, use of teacher resources, and transitions between activities.

(vi) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.

(vii) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

(2) Standard 2--Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.

(A) Teachers deliver research- and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.

(i) Teachers effectively communicate grade- or course-level expectations, objectives, and goals to help all students reach high levels of achievement.

(ii) Teachers apply research- and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall, such as interleaving, spacing, metacognition, and distributed practice.

(iii) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.

(iv) Teachers apply research- and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.

(v) Teachers implement appropriate scaffolds in response to student needs.

(vi) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.

(vii) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.

(viii) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

(B) Teachers scaffold instruction, from initial knowledge and skill development through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

(i) Teachers set high expectations and facilitate rigorous grade- or course-level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.

(iii) Teachers validate student responses utilizing them to advance learning for all students.

(iv) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.

(v) Teachers use strategic questioning to build and deepen student understanding.

(vi) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

(C) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.

(i) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.

(ii) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.

(iii) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade- or course-level content.

(iv) Teachers build student capacity to self-monitor their progress.

(v) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.

(vi) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.

(vii) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.

(viii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(D) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.

(i) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(iii) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(iv) Teachers use assessment results to inform and adjust instruction and intervention.

(v) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength and opportunities for improvement.

(3) Standard--Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.
(ii) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
(iii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
(iv) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.
(v) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.
(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.
(iii) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.
(iv) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.
(v) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade-level.
(vi) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.

(C) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

(i) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.
(ii) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.
(iii) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.
(iv) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.
(v) Teachers prepare and deliver explicit instruction and modeling that links grade level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.
(vi) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.
(vii) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.
(viii) Teachers provide time for students to collaboratively and independently apply conceptual understanding and procedural fluency to problem-solving.
(ix) Teachers communicate and model the connections between mathematics and other fields that use mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.
(x) Teachers explicitly teach and model that math abilities are expandable and improvable.

(D) Teachers demonstrate research- and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

(i) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate, systematic, and explicit practice in foundational literacy skills.
(ii) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.
(iii) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading competencies and engage students in deliberate practice to make meaning from text.
(iv) Teachers identify and analyze grade- or course-level and complex texts for quality in preparation for instruction.
(v) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.
(vi) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high-quality complex texts.
(vii) Teachers engage students in writing practice, including text-based writing that builds comprehension and higher-order thinking skills.
(viii) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.
(ix) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.
(x) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.
(xi) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.

(4) Standard 4--Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

(A) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.

(i) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

(ii) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.

(iii) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.

(iv) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

(B) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

(i) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.

(ii) Teachers strategically use instructional time, including transitions, to maximize learning.

(iii) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

(5) Standard 5--Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.

(A) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.

(i) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.

(ii) Teachers adhere to the Educators' Code of Ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(iii) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.

(iv) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.

(v) Teachers model and promote for students the use of safe, ethical, and legal practices with digital tools and technology.

(B) Teachers actively self-reflect on their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.

(i) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching to identify and communicate professional learning needs.

(ii) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.

(iii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iv) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.

(v) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(vi) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students to reach their academic and non-academic goals.

(C) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.

(iii) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

(iv) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(d) This section will be implemented beginning with teacher evaluations conducted after the next update of Chapter 150 of this title (relating to Commissioner's Rules Concerning Educator Appraisal). Evaluations conducted before that time are subject to the requirements of this section as it existed prior to August 17, 2025.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.
Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955; amended to effective August 17, 2025, 50 TexReg 5222.
https://tea.texas.gov/laws-and-rules/commissioner-rules-tac/coe-tac-currently-effect/ch149aa.pdf

Chapter 247. Educators' Code of Ethics

§247.1. Purpose and Scope; Definitions.

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling

responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.
(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) to protect the safety and welfare of Texas schoolchildren and school personnel;
(2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and
(3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

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

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;
(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.
(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.
(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.
(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.
(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.
(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.
(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.
(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.
(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.
(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.
(12) Minor--A person under 18 years of age.
(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.
(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.
(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.
(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.
(17) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
(18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.
(19) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.
(20) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.
(21) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.
(22) Under the influence of alcohol--A blood alcohol content of.04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.

(23) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

Statutory Authority: The provisions of this §247.1 issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1), (7), and (8); and Every Student Succeeds Act, 20 United States Code, §7926.
Source: The provisions of this §247.1 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 19, 2011, 36 TexReg 8530; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

§247.2. Code of Ethics and Standard Practices for Texas Educators.

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service. Educators' Code of Ethics §247.

(F) Standard 1.6. The educator shall not falsify records or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(N) Standard 1.14. The educator shall comply with the prohibitions on diversity, equity, and inclusion duties in Texas Education Code (TEC), §11.005.

(O) Standard 1.15. The educator shall comply with the prohibitions on assistance with social transitioning in TEC, §11.401.

(P) Standard 1.16. The educator shall comply with the restrictions on instruction regarding sexual orientation and gender identity in TEC, §28.0043.

(Q) Standard 1.17. The educator shall comply with the requirements to provide full information to a parent concerning a student in TEC, §26.008.

(R) Standard 1.18. The educator shall not promote, advocate, or encourage, in a manner that is reasonably accessible or visible to students, illegal conduct:

(i) described by TEC, §22A.201(a); or

(ii) directly related to student behavior or school property.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues. Educators' Code of Ethics §247.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. Factors that may be considered in context and on the totality of the circumstances in assessing whether appropriate boundaries were maintained include, but are not limited to:

(i) physical proximity or physical contact beyond the professional role or that the student has indicated is unwelcome, unless such contact is professionally required;

(ii) contacting or meeting the student beyond the professional role or making efforts to gain access to or time alone with a student with no discernible professional purpose;

(iii) transporting the student without permission from the student's legal guardian or in violation of school board policy, unless for an emergency;

(iv) taking or possessing a photo or video of the student beyond the professional role or in violation of school board policy; and

(v) showing favoritism or isolation through gifts, rewards, or privileges.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in context and on the totality of the circumstances in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication; Educators' Code of Ethics §247.

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit;

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student; and

(vii) whether the communication could be reasonably interpreted as threatening the welfare and/or safety of the student.

Statutory Authority: The provisions of this §247.2 issued under the Texas Education Code, §§21.031(a); 21.035; 21.044(a); 21.0581; 21.060; 21.065; 21.105(a), (c), €, and (f); 21.160(c), as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; €, (f), and (g), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.210(c), as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; €; (f); and (g), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 22.082; 22.0831; 22.087; and 22A.001; 22A.051(a), (c), (d), (h), and (i); 22A.052; 22A.054; 22A.055(f); 22A.151; 22A.157; 22A.201; 22A.202; 22A.203; and 22A.301, as added, redesignated, and amended by SB 571, 89th Texas Legislature, Regular Session, 2025; Texas Government Code (TGC), §§411.090, 2001.054(c), 2001.058€, and 2001.142(a); Texas Family Code, §261.308(d) and €; §261.406(a) and (b), as amended by SB 571, 89th Texas Legislature, Regular Session, 2025; Texas Occupations Code (TOC), §§53.021(a); 53.022-53.025; 53.051; 53.052; and 56.003; and Every Student Succeeds Act, 20 United States Code, §7926.

Source: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839; amended to be effective August 2, 2026, 51 TexReg 4867.

https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch247.pdf

Note: Any student failing to comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, & members of the community will be dismissed from the Alamo Colleges EPP.

Alamo Colleges EPP – Program Description and Delivery

The Alamo Colleges Educator Preparation Program (ACEPP) is designed to offer individuals who currently hold a bachelor's degree an alternative route to obtaining teacher certification. ACEPP is approved by the State Board for Educator Certification (SBEC). The program consists of more than 300 clock hours. Clock hours are the actual number of hours of coursework and training provided. Coursework and training include 322 hours in content, Pedagogy and Professional Responsibilities, Digital Literacy, Field Based Experience/classroom observations (including the first 15 instructional days of the school year), Professional Development and either a one-year paid internship or a 14-week Clinical Teaching experience without pay. Each candidate's coursework and training will be monitored and tracked throughout the program to mark progression and to ensure all standards and requirements are achieved.

§228.43. Preservice Field-Based Experiences for Classroom Teacher Candidates.

(a) Unless the candidate meets the allowance in **§228.35** of this title (relating to **Substitution of Applicable Experience and Training***) or is completing the requirements in §228.68 of this title (relating to Pre-internship Clinical Teaching) for initial certification in the classroom teacher certification class, each educator preparation program (EPP) shall provide field-based experiences, as defined in §228.2 of this title (relating to Definitions), for a **minimum of 50 clock-hours**. **The field-based experiences must be completed prior to assignment in an internship, clinical teaching,** or residency.

(b) An EPP shall require each candidate to complete field-based experiences in **a variety of authentic school settings** with diverse student populations, including observation of teachers modeling effective practices to improve student learning and opportunities for candidates to practice skills and receive feedback.

(c) Field-based experiences **must include, at a minimum, 25 clock-hours in which the candidate**, under the direction of the EPP, is **actively engaged in instructional or educational activities.**

(1) Field-based experiences must be conducted in settings that include all of the following:

(A) authentic school settings in a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose, including all Department of Defense Education Activity (DoDEA) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC);

(B) instruction by content certified teachers;

(C) actual students in classrooms/instructional settings with identity-proof provisions; and

(D) content or grade-level specific classrooms/instructional settings.

(2) Field-based experiences include **candidates engaging with activities** such as:

(A) small group instruction;
(B) tutoring;
(C) presenting whole class instruction;
(D) one-on-one student support;
(E) practicing classroom management skills;
(F) supporting lead teacher instruction; and
(G) coteaching.

(3) Each field-based experience must include a written reflection of the experience that:
(A) is guided by the EPP;
(B) is unique from the other reflections;
(C) includes a detailed reflection of each field-based experience; and
(D) identifies educational practices observed and/or experienced.

(4) The time spent writing the written reflection does not count toward the required 25 clock-hours for field-based experiences.

(d) **Up to 25 clock-hours of field-based experience may be provided by use of electronic transmission** or other video or technology-based method; **service as a teacher of record**, service as **an educational aide**, and service as **a substitute teacher**; and must be under the direction of the EPP.

(1) The field-based experience setting must include:
(A) authentic school settings in an accredited public or private school;
(B) instruction by content certified teachers;
(C) actual students in classrooms/instructional settings with identity-proof provisions; and
(D) content or grade-level specific classrooms/instructional settings.

(2) Each field-based experience must include a written reflection of the observation that:
(A) is guided by the EPP;
(B) is unique from the other reflections;
(C) includes a detailed reflection of each field-based experience; and
(D) identifies educational practices observed and/or experienced.

(3) The time spent writing the written reflection does not count toward the required 25 clock-hours for field-based experiences.

(4) Field-based experience hours identified in this subsection **must occur *after* the candidate's admission into the EPP.** The candidate's experience in instructional or educational activities, including reflections as described in paragraph (2) of this subsection, must be documented by the EPP and must be obtained at a public or private school accredited or approved for this purpose by the TEA.

(e) Up to **15 clock-hours** of field-based experience may be satisfied by serving as a **long-term substitute** (as defined in §228.2 of this title) either after the candidate's admission to an EPP **or during the two years before the candidate's admission to an EPP**. The candidate's experience in instructional or educational activities must be documented by the EPP and must be obtained at a public or private school accredited or approved for this purpose by the TEA.

(f) An EPP may apply to use a public school, a private school, or a school system located within any state or territory of the United States as a site for field-based experience in accordance with §228.63(f) of this title (relating to Locations for Required Clinical Experiences).

Statutory Authority: The provisions of this §228.43 issued under the Texas Education Code, §§21.003(a), 21.031; 21.041(b)(1)-(4) and (e); 21.0412, as added by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025; 21.044; 21.044(i) and (j), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0441; 21.0442(c); 21.04421, 21.04422, and 21.04423, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); 21.051; 21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and 21.901-21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.43 adopted to be effective September 1, 2024, 49 TexReg 3531; amended to be effective August 2, 2026, 51 TexReg 4845.

https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228d.pdf

*§228.35. Substitution of Applicable Experience and Training.

(b) An EPP may allow a candidate who is employed as an **uncertified classroom teacher**, and who was employed as an uncertified teacher for at least the full school year preceding issuance of the intern certificate, to substitute service as a teacher of record for the field-based experiences required in §228.43 of this title (relating to Preservice Field-Based Experiences for Classroom Teacher Candidates). Candidates who meet these criteria and **were admitted into the EPP on or after September 1, 2024**, are eligible.

In summary, the FBE component of the program is designed to help candidates experience different teaching styles. Good FBE settings will allow candidates to see various teaching styles. Hours may be completed in at least one class at the elementary, middle and high school campus. In addition, candidates should observe a minimum of two teachers at their grade level and subject area. The candidate will be required to keep an official FBE log provided by ACEPP and complete a reflection for each teacher observed. All documents must be submitted to the ACEPP office as soon as the 50 hours of FBE are completed. Field Based Experience documentation must be completed and provided to ACEPP prior to Internship or Clinical Teaching. When the candidate is in the classrooms, they should look for:

- Implementation of lesson plans & lesson cycle
- Organization & time management techniques
- Techniques used to promote critical thinking & problem solving
- Incorporation of technology in lesson delivery

• Preparation of STAAR (State of Texas Assessments of Academic Readiness)
• Methods used to promote learner-centered instruction
• Behavior management techniques
• Classroom environment & organization
• Techniques used to motivate students

The interactive activities might be tutoring or mentoring students, leading a reading group, assisting in a science experiment, and assisting in a learning station. The interactive activities must be supervised by the classroom teacher. This information should be recorded in the ACEPP observation log and verified by the classroom teacher. All field-based experience must be completed within 1 year of admission or readmission. When a student is ready to begin the field-based experience, the student must contact the ACEPP Manager. See Criminal Background Check/Fingerprinting, pg. 20

Note: While completing FBE, as a guest on a campus, professional dress, demeanor, hygiene and behavior are required. It is imperative to follow all visitor requirements such as signing in at the front office when entering a campus, turning off cell phones, etc. While observing, do not interrupt or interfere with the learning process.

Tests

Pre-Admission Content Test (PACT): Only required for students that do not have a minimum 3.0 GPA (overall or last 60 hours). Registration information can be found at the following link:
http://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_FacultyPACT.html
Practice Tests: After a candidate has attended courses at the ACEPP, they may be ready to attempt their practice test(s). The candidate will use preparation manuals or online resources and complete the Student Profile Worksheet when ready to request approval to take the TExES exam. When the candidate submits proof of test preparation and their Student Profile Worksheet to the Program Manager, approval into the SBEC system will be entered for registration for the TExES exam. Keep in mind that specific content tests are required for employment and placement purposes.
Remediation: If a candidate fails the TExES exam, they will review domains failed, complete additional hours of test preparation (which will include but is not limited to completing online reviews and quizzes) and be expected to study weak areas for approval to retake the TExES. Candidates are limited to five attempts to take a certification test. Please see Test-Limit Waiver Information for additional details regarding this process.
Texas Examinations of Educator Standards (TExES): The TExES exams should be taken while a student is enrolled in coursework with the ACEPP. Once these exams have been passed, 50 FBE hours completed, and at least 150 hours of coursework, the candidate can begin seeking a paid internship at a TEA approved public school or apply for clinical teaching. Each TExES exam costs $116-$136 (plus a $3 testing fee by Texas.gov) fees are subject to change. House Bill 3 (HB 3), 86th Texas Legislature, 2019, requires that all educators that teach any grade level from prekindergarten through grade six demonstrate proficiency in the Science of Teaching Reading (STR) on a certification examination, Test 293. STR will be required for the issuance of a Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, or ELAR/Social Studies 4-8 certification.
Bilingual Target Language Proficiency Test (BTLPT): The BTLPT exam is only given to students seeking Bilingual Certification. The Bilingual Certification students must pass this state exam that evaluates the caliber at which they communicate in Spanish. Candidates are assessed on Listening and Reading Comprehension, and Oral and Written Expression. The BTLPT should be taken while the candidate is enrolled in coursework. **Last Day to Take the BTLPT (190) Exam:** August 31, 2027 [1]

- **Replacement Exam Launch:** The new **165 Bilingual Education Spanish Supplemental TExES exam** launched on **September 1, 2026**, and runs alongside the old exams during the transition period. [1]
- **Last Day to Apply and Recommend Certification:** September 1, 2028, is the final deadline to apply and be recommended for certification using older scores from the 164 and 190 exams. [1] See more details on the Texas Education Agency 165 One-Pager PDF or check test logistics on the Pearson Texas Educator Certification Exam Page. [1, 2]

Preliminary Criminal History Evaluation (PCHE) [19 TAC § 227.103]

Fingerprinting can be initiated as an applicant for certification, or through employment with a Texas school district or charter school.

• Applicants for Certification – TEC §22.0831

Candidates may request a preliminary criminal history evaluation prior to admission to an EPP. **Not required and not needed if there is nothing to report.** [19 TAC, Chapter §227, Subchapter B]

The agency's written opinion about an individual's eligibility for certification is based on the individual's self-reported criminal history.

• Request the PCHE and make $50 payment online (nonrefundable) 19 TAC § 227.103

May be performed for anyone who:

• Is applying to an EPP or taking a test and,

• Has been convicted or received deferred adjudication for a crime. **Preliminary Criminal History Evaluation-FAQs**

Fingerprints will still be required when the individual applies for a certificate.

TEA may investigate at the time of application if additional details are discovered.

Criminal Background Check / Fingerprints

Prior to Internship or Clinical Teaching: Senate Bill 9 mandates school districts complete a criminal background check and fingerprint all educators. The fee for completion of this background check will be paid by the intern prior to entering a classroom. SBEC will conduct the criminal background check based on the fingerprints submitted by the intern / clinical teacher. Please visit the TEA website for more details: **Fingerprinting Process for Texas Educator Certification**

Internship

Overview: The internship is defined as a **paid** supervised ***classroom teacher*** assignment for **one full school year** at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.

An internship is successful when the *field supervisor, intern mentor teacher* and *supervising campus administrator recommend to the EPP* that *the classroom teacher/intern should be recommended for a standard certificate.*

Field supervisor- A currently certified educator, who preferably has advanced credentials, hired by the EPP to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators.

Intern mentor teacher- For a candidate serving in an internship, an educator who serves or has served as a teacher in Texas who provides effective support to candidates during the internship experience.

Campus supervisor- A school administrator or designee responsible for the annual performance appraisal of an intern or a candidate pursuing a residency certificate.

Classroom teacher- An educator who is employed by a school or district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technical instructional setting. This term does not include an educational aide, a full-time administrator, or a substitute teacher. For purposes of this chapter, a classroom teacher includes an educator who may not yet hold a certificate issued under Texas Education Code (TEC), Chapter 21, Subchapter B. https://tea.texas.gov/laws-and-rules/commissioner-rules-tac/coe-tac-currently-effect/ch153ff.pdf

The intern will fulfill all duties of the teaching assignment as the **classroom teacher**. During this one-year period, the intern will also complete all requirements of the ACEPP internship.

(l) An internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for a standard certificate. If either the field supervisor or campus supervisor do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor. https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228e.pdf

Note: Each candidate is responsible for seeking employment and receiving an intern certificate for one academic year as the teacher-of-record in a local accredited school within a reasonable commuting distance. A list of accredited schools can be found online at: https://tealprod.tea.state.tx.us/tea.askted.web/Forms/Home.aspx "Search by" tab

ACEPP will facilitate a candidate as much as possible with the internship/job placement. However, the responsibility of finding a job is the obligation of the candidate. On some occasions, human resource departments of school districts contact the

ACEPP looking for qualified candidates to interview. ACEPP may only disclose information if the candidate signs the "FERPA Consent to Release Educational Records and Information" form.

Policies and Procedures

Internship/Paid Position: The first year working as a classroom teacher on an **Intern Certificate** is considered a candidate's internship. The internship counts as a year of service as a classroom teacher. This year will be the most critical of all and may lead to completion of a Standard Certificate.

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 passed all required content pedagogy certification examinations and is completing requirements for initial certification through an approved EPP.

Intern Certificate: TAC §230.36

(b) **Requirements for issuance.** An intern certificate may be issued to a **candidate seeking certification as an educator** who meets the conditions and requirements prescribed in this subsection.

(1) **Bachelor's degree**. Except as otherwise provided in rules of the State Board for Educator Certification related to certain career and technical education certificates based on skill and experience, the candidate must hold a bachelor's degree or higher from an accredited institution of higher education. An individual who has earned a degree outside the United States must provide an original, detailed report or course-by-course evaluation for all college-level credits prepared by a foreign credential evaluation service recognized by the Texas Education Agency (TEA). The evaluation must verify that the individual holds, at a minimum, the equivalent of a bachelor's degree issued by an accredited institution of higher education in the United States.

(2) General certification requirements. The candidate must meet the general certification requirements prescribed in §230.11 of this title (relating to General Requirements).

(3) **Fee.** The candidate must pay the fee prescribed in §230.101 of this title (relating to Schedule of Fees for Certification Services).

(4) **Fingerprints.** The candidate must submit fingerprints in accordance with §232.35(c) of this title (relating to Submission of Required Information) and the Texas Education Code (TEC), §22.0831.

(c) Conditions. The validity and effectiveness of an intern certificate is subject to the following conditions.

(1) Internship. The holder of an intern certificate must be a participant **in good standing** of an approved Texas EPP, serving in an acceptable, paid internship supervised by the EPP.

(2) Inactive status. An intern certificate will become inactive 30 calendar days after the holder's separation from the school assignment or the EPP. The unexpired term of an intern certificate may be reactivated if the holder satisfies the requirements specified in this section.

(3) Term of an intern certificate. An intern certificate shall be valid for one 12-month period from the date of issuance. Beginning with assignments for the **2026-2027 school year, intern certificates will be issued with two-year validity periods** to eligible teacher candidates in alternative certification programs, including late hire candidates, as specified in §228.73 of this title (relating to Internship) and §228.55 of this title (relating to Late Hire Candidates), and candidates pursuing certification in non-teacher classes.

(4) Limit on preliminary certifications and permits. Without obtaining standard certification, an individual may not serve for more than three 12-month periods while holding any combination of the following:

(A) intern certificates, as described in this subsection;

(B) probationary certificates, as specified in §230.37 of this title (relating to Probationary Certificates)

(C) emergency permits as specified in Subchapter F of this chapter (relating to Permits); or

(D) one-year certificates as specified in Subchapter H of this chapter (relating to Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States) and Chapter 245 of this title (relating to Certification of Educators from Other Countries).

(5) Reduction in force exception. If an educator is employed under an intern certificate and is terminated or resigns in lieu of termination before the end of the school year due to a reduction in force, that intern term shall not count as one of the three years referenced in paragraph (4) of this subsection.

(d) Testing requirements for issuance of an intern certificate. Beginning September 1, 2017, a candidate must meet the subject matter knowledge requirements for issuance of an intern certificate to serve an internship in a classroom teacher assignment for each subject area to be taught.

(1) To meet the subject matter knowledge requirements to be issued an intern certificate for an internship in a classroom teacher assignment on or after September 1, 2017, a candidate must pass all of the appropriate content pedagogy examinations, as prescribed in Subchapter C of this chapter (relating to Assessment of Educators).

https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch230d.pdf

Intern Certificate Eligibility: To be recommended for an Intern certificate, the candidate must meet the minimum requirements below:

- Passed the Content Exam in certification that matches the teaching assignment
- Passed the PPR Exam
- Completed 50 hours of Field Based Experience (FBE)- 25 of those hours must be interactive
- Completed a minimum of 150 hours of coursework

• Hired at a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of a standard certificate

Intern Certificate Required Information: When the candidate is hired as a classroom teacher, they must contact ACEPP and ***apply for*** an **Intern Certificate**. The candidate will provide:

1) The name of the human resource contact person
2) Email and Phone number
3) School district
4) School campus & Grade level being taught (teaching assignment)

Intern Certificate Application Process: The candidate must apply for a TEA Login (TEAL): https://pryor.tea.state.tx.us/

• Enter Username and Password or Request New User Account
• Request an INTERN CERTIFICATE and to be recommended by this Entity: ALAMO COLLEGES (Alternative)
• Subject applying for: (Content TExES passed- CS EC-6, CS 4-8, Mathematics 4-8, Science 4-8, or Social Studies 4-8)
• Ensure intern certificate payment is made

Statement of Eligibility (SOE): The ACEPP will generate an SOE that describes the intern's qualifications and forward the document to the school districts human resource contact person to begin the process. This document contains:

• Intern's status in the certification process- coursework & FBE hours completed
• Passing status on TExES exam in Content Area for correct certification field
• Passing status on TExES PPR exam
• Teaching Assignment/Grade Level(s)
• Date of Hire, First Day on Campus, Mentor, etc.

The SOE must be signed by the delegated person at the District or Human Resource Office to certify the teaching assignment is in the **approved content area**. ACEPP will determine the candidate's eligibility and recommend approval. Once approved, the intern receives the salary of a first-year schoolteacher. First year intern salaries vary from school district to school district. Sample of required information on SOE:

The Teacher Candidate Has Completed the Following Requirements for Texas Teacher Certification:

# of Required Coursework Hours Completed prior to internship (min. 150 required)	# of Required Field-Based Experience Hours Completed prior to internship (min. 30 required)	Passed Content / Supplemental Exam(s)	Passed Pedagogy and Professional Responsibilities Exam	Type of Certificate
224	**32**	**116 Science 4-8** Date: 8-2-2026	**YES** Date: 9-2-2026	X Intern

Internship Fees: Once a candidate is hired by a school district as a classroom teacher, they will be responsible for paying a non-refundable internship fee prior to recommendation for an Intern Certificate. The fee will cover the costs of the internship within a 50-mile radius from ACEPP. An additional fee of $800 may be assessed to complete observations outside these boundaries. Please check with the ACEPP Manager to ensure boundaries of service are within our service area.
Note: There are no refunds, credits or waivers on the Internship fee, if the school year is not completed or not completed successfully. The Intern will pay an additional non-refundable fee for any extension beyond the 180-day internship.

Leave of Absence- Intern must notify ACEPP **immediately**, if taking a leave of absence for personal reasons or by district administrative leave. Intern must notify ACEPP with effective dates of leave and return date or risk being dropped from the program. ACEPP will verify the total number of teaching days to confirm teaching days are not less than 150 for the Intern to be recommended for standard certification.

Late Hire: An individual who is both accepted into an EPP after the 45th day before the first day of instruction and hired for a teaching assignment by a school after the 45th day before the first day of instruction or within the first semester of the academic year; or who is both admitted into the EPP and hired by the district or after the school's academic year has begun, and requires additional time to complete the pre-internship requirements.

Resignations:

(j) If the candidate leaves the internship assignment for any of the reasons identified in subsection (i)(2)-(6) of this section:

(1) the candidate must inform the EPP within 10 business days of the candidate's last day in the assignment; and

(2) the TEA must receive the certificate deactivation request with all related documentation from the EPP, in a format determined by the TEA, within 15 business days of the candidate's last day of employment or within 15 business days from the date the EPP receives notification of the candidate's last day of employment. https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228e.pdf (pg. 9)

Exit Policy §228.20. Governance of Educator Preparation Programs.

h) All EPPs shall have a published exit policy for dismissal of candidates that is reviewed and signed by candidates upon admission. Reasons for dismissal:

- Not meeting the deadline on their acceptance letter
- Sale of Academic Product
- Academic Enticement or Influence
- Academic Misconduct (Plagiarism, Collusion, Fabrication, Cheating)
- Inappropriate contact with a student
- Not completing the program within 2 years or inactive for 1 year
- If an intern or clinical teacher is asked to resign or voluntarily leaves his/her position, the intern or clinical teacher forfeits enrollment in the program and will no longer be allowed to participate in the ACEPP.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Intern Mentor Teacher Assigned: After an intern pays their internship fee (or sets up a payment plan) and is recommended for their Intern certificate, they will begin working as a classroom teacher. Within 3 weeks, the intern will be assigned an on-campus intern mentor teacher that is at the school in which the intern is working. **Any fees that *may* be associated with the on-campus mentor will be the responsibility of the intern**.

Mentoring Educators- Educators on Prekindergarten-Grade 12 campuses that serve as host teachers, cooperating teachers, intern mentor teachers, or mentor teachers as defined in Chapter 153 of Part 2 of this title (relating to School District Personnel) that provide support to candidates completing clinical experiences.

§228.91. Intern Mentor Teachers, Cooperating Teachers, Host Teachers, and Site Supervisors.

(a) In order to support a new educator and to increase educator retention, an educator preparation program (EPP) campus or district administrator shall collaboratively **assign each candidate an intern mentor teacher during the candidate's internship**, collaboratively assign a cooperating teacher during the candidate's clinical teaching experience, collaboratively assign a host teacher during the candidate's residency, and collaboratively assign a site supervisor during the candidate's practicum.

(b) For Preparing and Retaining Educators Through Partnership (PREP) routes, the EPP and campus or district administrator shall share responsibility for selection of mentoring educators, including determining specific selection criteria, development of a scoring rubric, and development of a selection process that involves representatives from the EPP and campus or district administration. The mentoring educator must agree to the assignment.

(c) For internships and practicums, the intern mentor teacher or site supervisor **must be assigned to the candidate within three weeks of the candidate's assignment start date**. The EPP must not allow a candidate to be in an internship or practicum without an assigned intern mentor teacher or site supervisor for longer than three weeks.

(d) **If** an individual who meets the certification category and/or experience criteria for a mentoring educator or site supervisor is **not available**, the EPP and campus or district administrator shall **collaborate to ensure an individual who most closely meets the criteria is assigned to the candidate, and the EPP must document the reason for selecting an individual that does not meet the criteria**.

(e) The EPP is responsible for providing training to mentoring educators and site supervisors that relies on scientifically based research, and for mentoring educators, includes training in how to coach and mentor teacher candidates, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented in accordance with the evidence requirements of Figure: 19 TAC §228.13(f).

(f) Beginning September 1, 2027, mentoring educators who support candidates in PREP traditional, residency, and preservice alternative certification routes must meet the training requirement through completion of Texas Mentorship Training that is renewed at least one time every three years. Mentoring educators who support candidates in the 2027-2028 school year must have begun the Texas Mentorship Training before the start of the school year and must complete the entire training as required through the Texas Mentorship Training requirements by the end of the school year. Mentoring educators who complete Texas Mentorship Training satisfy the training requirement in subsection (e) of this section.

Statutory Authority: The provisions of this §228.91 issued under the Texas Education Code, §§21.003(a), 21.031; 21.041(b)(1)-(4) and (e); 21.0412, as added by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025; 21.044; 21.044(i) and (j), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0441; 21.0442(c); 21.04421, 21.04422, and 21.04423, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); 21.051; 21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and 21.901-21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.91 adopted to be effective September 1, 2024, 49 TexReg 3531; amended to be effective August 2, 2026, 51 TexReg 4845.

Page 1: https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228f.pdf

§228.97. Intern Mentor Teacher Qualifications and Responsibilities.

(a) Required qualifications of an intern mentor teacher:

(1) meet qualification requirements in §153.1305(b)(1) of Part 2 of this title (relating to Preparing and Retaining Educators Through Partnership Mentorship Program);

(2) not assigned to the candidate as a cooperating teacher, field supervisor, or site supervisor;

(3) **trained as a mentor** as required in §228.91(e) or (f) of this title (relating to Intern Mentor Teachers, Cooperating Teachers, Host Teachers, and Site Supervisors), including during the twelve weeks before or three weeks after the candidate's assignment start date; and

(4) **valid certification** in the certification category in which the internship candidate is seeking certification.

(b) Duties of an intern mentor teacher:

(1) guide, assist, and support the candidate throughout the entirety of the internship in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies;

(2) support candidates in the preservice alternative certification route according to the requirements described in Texas Education Code (TEC), §21.458(f), and further specified in §153.1305(b)(5) of Part 2 of this title;

(3) support candidates in the preservice alternative certification route and meet with the intern not less than 12 hours each semester as specified in TEC, §21.458(f); and

(4) report the candidate's progress to the candidate's field supervisor.

Statutory Authority: The provisions of this §228.97 issued under the Texas Education Code, §§21.003(a), 21.031; 21.041(b)(1)-(4) and (e); 21.0412, as added by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025; 21.044; 21.044(i) and (j), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0441; 21.0442(c); 21.04421, 21.04422, and 21.04423, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); 21.051; 21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and 21.901-21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.97 adopted to be effective September 1, 2024, 49 TexReg 3531; amended to be effective August 2, 2026, 51 TexReg 4845.

Page 3: https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228f.pdf

§153.1305. Preparing and Retaining Educators Through Partnership Mentorship Program

(b) Program standards.

(1) Mentor teacher qualifications. A school system must:

(A) prioritize the selection of current classroom teachers as mentor teachers using clear selection criteria, protocols, and hiring processes that align with requirements of this paragraph and TEC, §21.458, and retain documentation of such processes locally;

(B) select mentor teachers who:

(i) **have at least three complete years of teaching experience** with a superior record of assisting students, as a whole, in achieving improvement in student performance as determined by a set of student growth and/or achievement data. School systems may use the approved designations under TEC, §21.3521, to fulfill this requirement;

(ii) demonstrate interpersonal skills and dispositional criteria prioritized and documented by the school system;

(iii) demonstrate instructional effectiveness and expertise, to the extent practicable, in research-based instructional practices specifically for the grade levels and subjects to which the beginning teacher is assigned; and

(iv) demonstrate leadership skills such as an ability to effectively communicate, influence colleagues to take action, and build trusting relationships with colleagues; and

(C) prioritize the selection of mentor teachers who have experience as classroom teachers in the past three years.

Page 10: https://tea.texas.gov/laws-and-rules/commissioner-rules-tac/coe-tac-currently-effect/ch153ff.pdf

Field Supervisor Assigned: After an intern pays their internship fee (or sets up a payment plan) and is recommended for their Intern certificate, they will begin working as a classroom teacher and ACEPP will assign a contracted Field Supervisor. Field Supervisors observe candidates, monitor their performance, and provide constructive feedback to improve their professional performance and effectiveness as educators in the standards associated with the certificate being sought.

All observations should include pre- and post-conferences. Written feedback will have a start and stop time, as well as Intern, Intern Mentor Teacher or Cooperating Teacher, and Field Supervisor signatures. A copy will be emailed or provided to the Intern or Clinical Teacher and all that signed. A copy of the observation and feedback must be provided to the Intern's campus administrator with office staff signature verifying proof of receipt.

Informal observations and coaching shall be provided by the field supervisor as appropriate. All records of additional assistance provided by the program staff or field supervisor should be recorded. This includes telephone conversations, email, additional observations or conferences. This may be part of the benchmarking process or may be recorded in the candidate's record, or in the field supervisor's log. Not all Interns/Clinical Teachers will have or need additional observations or coaching.

Interns must contact field supervisors immediately with any changes to their teaching assignment.

§228.101. Field Supervisor Qualifications and Responsibilities.

(a) Required qualifications of a field supervisor:

(1) accomplishment as an educator as shown by student learning; and

(2) not employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum; and

(3) **trained by the educator preparation program (EPP) as a field supervisor**; and

(4) for a supervisor of candidates in Preparing and Retaining Educators Through Partnership (PREP) routes, **trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation** and participation in school and/or district trainings, as determined by the district partner; and

(5) has **completed Texas Education Agency (TEA)-approved training** as required in subsection (b)(1) of this section; and

(6) not assigned to the candidate as an intern mentor teacher, host teacher, cooperating teacher, or site supervisor; and

(7) **three years of creditable experience**, as defined by Chapter 153, Subchapter CC, of Part 2 of this title (relating to Commissioner's Rules on Creditable Years of Service), in the class in which supervision is provided, including:

(A) for a supervisor of classroom teacher and reading specialist candidates, experience as a campus-level administrator and a current certificate that is appropriate for a principal assignment may also supervise teacher and reading specialist candidates; and

(8) **valid certification in the class in which supervision is provided**; or

(9) **at least a master's degree in the academic area or field related to the certification class** for which supervision is being provided, and in compliance with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours) and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities) for the certification class for which supervision is being provided.

(b) Duties of a field supervisor.

(1) Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of **an experienced educator who has been trained annually as a field supervisor by the EPP and completed TEA-approved field supervisor training at least every three years**. Field supervisors who have completed TEA-approved training prior to September 1, 2025, must renew that training by September 1, 2027, and then renew the training at least one time per each three-year period thereafter. Field supervisors who have completed the TEA-approved training between September 2, 2025, and August 31, 2026, must renew that training by September 1, 2028, and then renew that training at least one time per each three-year period thereafter. Beginning September 1, 2027, for field supervisors supporting teacher candidates, valid Texas Teacher Evaluation and Support System (T-TESS) certification and other approved agency training focused on observation and coaching may count as a portion of TEA-approved field supervisor training.

(2) The **field supervisor must contact the assigned candidate within the first three weeks after the assignment start date** for a candidate seeking certification as a classroom teacher and within the first quarter of the assignment for a candidate seeking certification in a class other than classroom teacher. The field supervisor must contact a candidate who is a late hire as defined in §228.2 of this title (relating to Definitions) within the first week after the candidate's assignment start date. **Contact may be made by telephone, email, or other electronic communication.**

(3) The **field supervisor shall verify the candidate's internship placement within the first three weeks of the candidate's internship assignment** and shall notify the EPP if the internship placement does not meet the requirements of this chapter, including assignment of a qualified intern mentor teacher.

(4) Field supervisors shall conduct observations of candidates as described in §§228.103 of this title (relating to Formal Observations for Candidates in Residency Assignments), 228.105 of this title (relating to Formal Observations for All Candidates for Initial Classroom Teacher Certification), 228.107 of this title (relating to Formal Observations for Candidates in Clinical Teaching and Pre-internship Clinical Teaching Assignments), 228.109 of this title (relating to Formal Observations for Candidates in Internship Assignments), 228.111 of this title (relating to Formal Observations for Candidates Employed as Educational Aides), 228.113 of this title (relating to Support and Formal Observations for Candidates Seeking Certification as Teacher of Students with Visual Impairments (TVI) Supplemental: Early Childhood-Grade 12), 228.115 of this title (relating to Support and Formal Observations for Candidates Seeking Deafblind Supplemental: Early Childhood-Grade 12 Certification), and 228.117 of this title (relating to Support and Formal Observations for Candidates Other Than Classroom Teacher).

(5) With the exception of candidates who are late hires and candidates completing internships through the preservice alternative certification route as defined in §228.2 of this title, **field supervisors of candidates in clinical teaching, internship,** and practicum assignments shall provide informal observations and ongoing coaching as appropriate and needed and, at a minimum, include the following:

(A) **at least three informal observations that are 15 minutes or more in duration per semester of a clinical teaching** or practicum assignment; **or**

(B) **at least two informal observations that are 15 minutes or more in duration per semester of an internship assignment**. Support for Candidates During Required Clinical Experiences §228.F.

(C) **The first informal observation must occur within the first six weeks of the clinical teaching or internship assignment** and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous.

(D) Informal observations of practicum candidates may be virtual, either synchronous or asynchronous.

(E) **Informal observations are informed by written feedback provided during post-observation conferences and include observation and feedback on targeted skills.**

(6) Field supervisors shall provide to a candidate who is a late hire, as defined in §228.2 of this title and in §228.55 of this title (relating to Late Hire Candidates), informal observations and ongoing coaching as appropriate and needed and, at a minimum, include the following:

(A) at least three informal observations that are 15 minutes or more in duration per each half of the internship;

(B) the first two informal observations must occur within the first eight weeks of the internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous;

(C) are informed by written feedback provided during post-observation conferences; and

(D) include observation and feedback on targeted skills.

(7) Field supervisors of candidates in residency assignments shall provide informal observations and ongoing coaching that, at a minimum, include the following:

(A) at least four in-person informal observations that are 15 minutes or more in duration per semester, totaling at least eight observations over the course of the year-long teacher residency placement. The first informal must occur within the first four weeks of the residency placement;

(B) are informed by written feedback provided during post-observation conferences; and

(C) provide observation and feedback on targeted skills, with opportunity to follow up on the candidate's development in the targeted skill.

(8) Field supervisors of candidates completing requirements in the preservice alternative certification route shall provide informal observations and ongoing coaching that, at a minimum, include the following:

(A) at least three face-to-face informal observations that are at least 15 minutes in duration throughout the pre-internship clinical teaching experience as described in §228.68 of this title (relating to Pre-internship Clinical Teaching). The informal observations must:

(i) be conducted using a rubric designed for that purpose and that measures candidate readiness aligned with the skills described in §228.41 of this title (relating to Preservice Coursework and Training for Classroom Teacher Candidates); and

(ii) provide observation and feedback on targeted skills, with opportunity to follow up on the candidate's development in the targeted skill; and

(B) at least four informal observations that are at least 15 minutes in duration during the internship as described in §228.73 of this title (relating to Internship).

(i) At least two informal observations must be conducted in each half of the internship.

(ii) The first informal observation must occur within the first six weeks of the internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous. Support for Candidates During Required Clinical Experiences §228.F.

(iii) Informal observations are informed by written feedback provided during post-observation conferences.

(iv) Informal observations include observation and feedback on targeted skills.

(9) For candidates participating in an **internship, the field supervisor shall provide a copy of all written feedback to the candidate's supervising campus administrator and assigned intern mentor teacher**. For candidates participating in a residency, the field supervisor shall provide a copy of all written feedback to the candidate's host teacher and campus supervisor. For candidates participating in clinical teaching or pre-internship clinical teaching, the field supervisor shall provide a copy of all written feedback to the candidate's cooperating teacher.

(10) In a **clinical teaching experience, the field supervisor shall collaborate with the candidate and cooperating teacher throughout the clinical teaching experience and request and document feedback about the candidate from the candidate's cooperating teacher at least three times throughout the clinical teaching experience**.

(11) In a pre-internship clinical teaching experience, the field supervisor shall **collaborate with the candidate and cooperating teacher throughout the clinical teaching experience** and **request and document feedback about the candidate** from the candidate's cooperating teacher regularly throughout the clinical teaching experience.

(12) For a residency, the field supervisor shall collaborate with the candidate, campus supervisor, and the host teacher throughout the residency, including regular meetings and/or collaborative supports at least three times each semester with the campus supervisor and twice monthly with the host teacher. Meetings may be held virtually, and collaborative supports may include but are not limited to co-observation of candidates, co-coaching of candidates, and calibration for inter-rater reliability.

(13) **For an internship**, the field supervisor shall **collaborate with the candidate and campus supervisor, or their designee, at least twice per semester.** Collaboration may include but is not limited to co-observations (formal and informal), post-observation collaborative coaching, collaborative goal setting, or the provision of actionable feedback related to collaboratively established goals.

Statutory Authority: The provisions of this §228.101 issued under the Texas Education Code, §§21.003(a), 21.031; 21.041(b)(1)-(4) and (e); 21.0412, as added by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025; 21.044; 21.044(i) and (j), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0441; 21.0442(c); 21.04421, 21.04422, and 21.04423, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); 21.051; 21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and 21.901-21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.101 adopted to be effective September 1, 2024, 49 TexReg 3531; amended to be effective August 2, 2026, 51 TexReg 4845.

Pages 4-7: https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228f.pdf

§228.109. Formal Observations for Candidates in Internship Assignments.

(a) An educator preparation program (EPP) must provide the **first formal observation within the first four weeks of all internship assignments**. The first formal observation must be conducted in-person.

(b) For an alternative certification candidate completing a full school year internship or an additional internship due to an unsuccessful first internship as allowed in §228.73 of this title (relating to Internship) under a two-year intern certificate described in §228.73 of this title:

(1) an EPP must provide a **minimum of two formal observations during the first half of the internship** and a **minimum of two formal observations during the last half of the internship**; and

(2) at least two of the minimum formal observations must be in-person.

(c) For a late hire candidate completing a full school year internship or an additional internship due to an unsuccessful first internship as allowed in §228.73 of this title under a two-year intern certificate described in §228.73:

(1) an EPP must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the second half of the internship; and

(2) at least three of the minimum formal observations must be in-person.

(d) If an internship under a two-year intern certificate or an additional internship due to an unsuccessful first internship described in §228.73 of this title involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:

(1) an EPP must meet the requirement in subsection (b) of this section for the first certification category and provide a minimum of two formal observations for each additional certificate category;

(2) for each additional certificate category, the EPP must provide at least one formal observation during the first half of the internship and one formal observation during the second half of the internship; Support for Candidates During Required Clinical Experiences §228.F.

(3) at least two of the minimum formal observations must be in-person for each additional certificate category; and

(4) if an EPP chooses to provide formal virtual observations, it must provide at least two formal virtual observations in addition to the two minimum formal in-person observations for each additional certificate category.

(e) For a candidate completing an internship while holding an intern with preservice certificate through a preservice alternative certification program:

(1) an EPP must provide a minimum of two formal observations during the first half of the internship and a minimum of two formal observations during the second half of the internship; and

(2) at least two of the formal observations conducted during the internship must be in-person.

(f) For a candidate completing an internship while holding an intern with preservice certificate through a preservice alternative certification program described in §228.73 of this title, that involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:

(1) an EPP must meet the requirement in subsection (e)(2) and (3) of this section for the first certificate category;

(2) an EPP must provide a minimum of two formal observations in each additional certificate category during the internship;

(3) for each additional certificate category, the EPP must provide at least one formal observation during the first half of the internship and one formal observation during the second half of the internship; and

(4) at least two of the minimum formal observations must be in-person for each additional certificate category.

(g) For a candidate completing an internship or internship extension as described in §228.73 of this title under a probationary certificate:

(1) an EPP must provide a minimum of three formal observations during the first half of the assignment and a minimum of two formal observations during the second half of the assignment; and

(2) at least two of the minimum formal observations must be in-person.

(h) If an internship as described in §228.73 of this title under a probationary certificate involves certification in more than one certification category that cannot be taught concurrently during the same period of the school day:

(1) an EPP must meet the requirement in subsection (g) of this section for the first certificate category and provide a minimum of two formal observations in each additional certificate category;

(2) for each additional certificate category, the EPP must provide at least one formal observation during the first half of the internship and one formal observation during the second half of the internship; and

(3) if an EPP chooses to provide formal virtual observations, one of the formal observations for each additional certificate category may be performed virtually.

Statutory Authority: The provisions of this §228.109 issued under the Texas Education Code, §§21.003(a), 21.031; 21.041(b)(1)-(4) and (e); 21.0412, as added by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025; 21.044; 21.044(i) and (j), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0441; 21.0442(c); 21.04421, 21.04422, and 21.04423, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); 21.051; 21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and 21.901-21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and the Texas Occupations Code, §55.007.

Source: The provisions of this §228.109 adopted to be effective September 1, 2024, 49 TexReg 3531; amended to be effective August 2, 2026, 51 TexReg 4845

https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228f.pdf (pgs. 9-11)

Certification Areas: For the job placement to count as an internship, a candidate MUST be placed in an area that corresponds to the certification area. For example, a candidate seeking Bilingual Certification (EC-6) could accept a placement in a 2nd grade Bilingual classroom. A candidate should accept a teaching job that is in their certification area. However, if a candidate accepts a teaching position that is NOT in their certification area, that placement will NOT count towards their one-year internship. The candidate may take the position with the understanding that they will still need to fulfill their internship to be recommended for an Intern Certificate or commit to clinical teaching.

- Regardless of the placement in a private school, charter school, or public school, each candidate must have an intern certificate.
- Each candidate teaching on a 1st or 2nd year intern certificate must have a certificate that matches the certification field(s) for which the candidate was admitted and prepared.
- Candidates must meet the general requirements for certification. Candidates teaching in grades EC through 6 must have passed the relevant content test(s) prior to issuance of the intern certificate.
- Candidates hired to teach Mathematics or Science 4-8 must have a minimum of 15 semester credits in their subject.

• Each candidate that is on an intern certificate must have a field supervisor and an intern mentor teacher (at their campus) for each year they are on an intern certificate.
• Regardless of the date of issuance of the intern certificate, it is only valid for 2 years.
• The candidate must have a conferred degree and must have passed the required content test to be issued an intern certificate.

Clinical Teaching

Overview: (8) **Clinical teaching**- A supervised teacher assignment through an EPP in the classroom of a cooperating teacher 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. https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch227a.pdf (pg. 2)
Cooperating teacher- An educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience or during the pre-internship clinical teaching experience. https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228a.pdf (pg. 2)

A ***minimum*** of 490 hours is approximately 14 weeks or 70 consecutive full instructional days. The Clinical teaching experience will be extended to the end on the last day of the school week. Instructional days are actual hours spent on the required educational activities and experiences. The clinical teaching experience should be continuous but may be divided into 2 continuous experiences. Clinical Teachers will not be pulled out of school during the day due to meetings called by the ACEPP. An additional week may be added so a Clinical Teacher can make up any missed days due to illness or other emergencies.
The ACEPP school-based experience is supervised by a **cooperating teacher** who is a certified teacher and a contracted ACEPP **Field Supervisor** that is assigned to the Clinical Teacher. Clinical teaching must be at a public or private school campus approved by TEA in a typical school environment and not in a distance learning lab or virtual school setting.
The primary objective of clinical teaching is to provide the opportunity for acquisition and demonstration of instructional competence with beginning professional educators. Clinical teaching is a comprehensive and intense teaching experience which is aligned with the guidelines of the Texas Education Agency and the ACEPP.
The clinical teacher, cooperating teacher, and Field Supervisor collaborate, support, enhance and prepare the clinical teacher to become a reflective professional. As a means of support for the clinical teacher, training will be provided for the cooperating teacher. A cooperating teacher is a campus-based mentor teacher for the Clinical Teacher.

§228.93. Cooperating Teacher Qualifications and Responsibilities.

(a) Required qualifications of a cooperating teacher:

(1) **at least three creditable years of teaching experienc**e, as defined in Chapter 153, Subchapter CC, of Part 2 of this title (relating to Commissioner's Rules on Creditable Years of Service);

(2) **an accomplished educator as shown by student learning**;

(3) trained as required in §228.91(e) or (f) of this title (relating to Intern Mentor Teachers, Cooperating Teachers, Host Teachers, and Site Supervisors), including during the twelve weeks before or three weeks after being assigned to the clinical teacher or pre-internship clinical teacher;

(4) not assigned to the candidate as an intern mentor teacher, field supervisor, or site supervisor; and

(5) **valid certification in the certification category for the clinical teaching assignment** for which the clinical teacher or pre-internship clinical teacher candidate is seeking certification.

(b) Duties of a cooperating teacher:

(1) co-teach with the candidate, gradually releasing instructional responsibility and lead instruction time to the candidate;

(2) **guide, assist, and support the candidate during the candidate's clinical teaching in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies**; and

(3) **report the candidate's progress to the candidate's field supervisor.**

Statutory Authority: The provisions of this §228.93 issued under the Texas Education Code, §§21.003(a), 21.031; 21.041(b)(1)-(4) and (e); 21.0412, as added by House Bill (HB) 2, 89th Texas Legislature, Regular Session, 2025; 21.044; 21.044(i) and (j), as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0441; 21.0442(c); 21.04421, 21.04422, and 21.04423, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.0443, as amended by HB 2, 89th Texas Legislature, Regular Session, 2025; 21.045(a); 21.0452, 21.0453; 21.0454; 21.0455; 21.046(b) and (c); 21.048(a); 21.0485; 21.0487(c); 21.0489(c); 21.04891; 21.049(a); 21.0491; 21.050(a)-(c); 21.051; 21.067, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and 21.901-21.905, as added by HB 2, 89th Texas Legislature, Regular Session, 2025; and the Texas Occupations Code, §55.007.
Source: The provisions of this §228.93 adopted to be effective September 1, 2024, 49 TexReg 3531; amended to be effective August 2, 2026, 51 TexReg 4845.

Clinical Teaching Fee: A non-refundable, clinical teaching fee is due prior to placement (No payment plan, refunds credits or waivers if the 490 hours of consecutive school weeks are not completed or not completed successfully.)

Note: If the clinical teaching experience is not successful, it must be repeated within one year, and the clinical teacher will be placed on a growth plan the following semester. An additional non-refundable fee will be charged.

OBJECTIVES

Upon completion of the program, the clinical teacher will be able to:

- ➢ Demonstrate competence in all job responsibilities
- ➢ Communicate, collaborate, and consult with teachers, students, administrators, and parents clearly and effectively in the educational process
- ➢ Observe the behavior and learning styles of students in a world of diverse cultures and expectations and address the needs through varied and effective lesson delivery
- ➢ Implement skills and strategies required for creating, selecting, and using formal and informal assessment strategies to evaluate student progress and to improve teaching and learning
- ➢ Create and use effective lesson plans for instruction
- ➢ Establish and maintain a purposeful learning environment that promotes social interaction, active engagement in learning, and self-motivation
- ➢ Effectively integrate technology for instruction and communication
- ➢ Engage in reflective evaluation and professional goal setting

POLICIES

Length of Semester: The clinical teaching semester has been designated as a minimum of 490 hours. This is approximately 70 consecutive full instructional days ending on the last day of the school week. Please do not apply if you cannot commit to this requirement.

Admission Requirements: Candidates must attend the scheduled (first week in November) information session, if they want to be placed as a Clinical Teacher by the upcoming Spring semester. If they wish to be placed by the upcoming Fall semester, they must attend the scheduled (first week in May) information session. Candidates wishing to be Clinical Teachers must successfully interview and meet program requirements. Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences.

Admission Requirements for Transfer Students: If a candidate is transferring in from another program, they must have a minimum GPA of 3.0, letter of recommendation from previous program, signed transfer form, and meet all other program requirements. In addition, transfer students must be currently employed or volunteering at an approved TEA school for a minimum of four successful weeks. Candidates will be placed at a school once they have successfully completed 4 weeks of employment or volunteering at a TEA approved school.

Attendance: Clinical teachers are expected to attend the cooperating school every day of clinical teaching. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, Field Supervisor, and school office as early as possible in case of an illness or any other absence. Excessive absences may result in the removal from clinical teaching. Clinical teachers follow the calendar of the assigned school regardless of the holidays observed by the Alamo Colleges. Clinical teachers are expected to be at school on staff development days and to participate in any professional development programs, when appropriate. This includes, but is not limited to parent conferences, faculty meetings, after school functions and any other function the cooperating teacher is expected to attend. The clinical teacher follows the daily schedule of the cooperating teacher as assigned by the district.

Relationships with Students: Clinical teachers should exercise extreme caution against becoming too familiar with students. It is not appropriate to socialize in any way with students without the presence of the cooperating teacher or other appropriate certified personnel. (Refer to TAC RULE §247.2 Code of Ethics and Standard Practices for Texas Educators)

Corporal punishment is banned and a sensitive issue in many schools. Clinical teachers must not resort to this method of behavior control. If corporal punishment is recommended, it is to be administered by the cooperating teacher or other appropriate certified personnel.

COMPONENTS

Observation: The first week of clinical teaching will be spent observing the classroom environment, instructional strategies, and interpersonal communications and relationships. The clinical teacher is expected to take reflective notes for the purpose of asking questions of the cooperating teacher regarding curriculum, behavior management, and student interactions. Knowing and understanding this background information will provide the clinical teacher with a knowledge base which will facilitate and enhance the teaching experience.

Assistance: After a brief observation period, the clinical teacher will begin working collaboratively with the cooperating teacher. The cooperating teacher may assign specific duties to the clinical teacher such as:

- Monitoring students during independent or group work
- Assisting students one-on-one
- Preparing materials
- Checking attendance
- Tutoring
- Grading papers

Collaboration: The clinical teacher may begin co-planning and co-teaching a selected lesson as a gradual progression to the full teaching experience. The following are suggested options:

- Divide the class into two groups, with the cooperating teacher and clinical teacher taking a group for instruction.
- Divide the instructional time-one person does the introduction and presentation of skills, while the other person carries out the independent practice and evaluation segments of the lesson.
- One person may present the lesson content while the other supervises the cooperative group work
- Teaming allows the clinical teacher to gain some initial experience in front of the class with support from the cooperating teacher. This strategy allows the students to observe the cooperative relationship of the clinical teacher and the cooperating teacher.

Instruction: As the clinical teacher prepares to assume responsibility for planning and teaching, lesson plans should be written and submitted to the cooperating teacher at least two days prior to teaching the lesson. The cooperating teacher will provide constructive feedback for revisions and suggestions.

Full Responsibility: The goal of clinical teaching is for the clinical teacher to experience the full responsibility of the regular classroom teacher. This demands the commitment of both the cooperating teacher and the clinical teacher. Full teaching means that for consecutive days, the clinical teacher assumes the full responsibility of planning and teaching for the required consecutive days. All other responsibilities that the teacher has during this time will also be assumed by the clinical teacher.

CLINICAL TEACHING SCHEDULES

Clinical Teaching: 70 days (490 hours)

Note: *This is a suggested schedule and may be changed*

Week 1	**Observe and assist cooperating teacher** Most of the time is focused on learning classroom routines and observing students and the cooperating teacher. (*Class Observation Reflection*)
Week 2	**Co-teach** Gradually add responsibilities so the clinical teacher has experience planning and teaching each subject/period, before full responsibility begins.
Week 3	**Co-plan and teach 1-2 classes** (1st Field Supervisor Formal Observation) This should be a lesson the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught.
Weeks 4-6	**Independently plan and teach 2-3 classes** (2nd Field Supervisor Formal Observation) (1st informal observation by Field Supervisor) Cooperating teacher observes Clinical teacher using *Individual Lesson observation form*.

Weeks 7-10 **Progressively increase teaching responsibility**- (3rd Field Supervisor Formal Observation) (2nd informal observation by Field Supervisor)

Week 11-14 **Full responsibility**- minimum of three weeks (4th Field Supervisor Formal Observation) (3rd informal observation by Field Supervisor) Cooperating teacher observes Clinical teacher using Individual Lesson observation form. **Progressively decrease full responsibility**- (ensure a total of 3 informal & 4 Formal Observations were conducted by Field Supervisor) Teaching responsibilities for subjects/periods Clinical Teacher has taught the longest, may be dropped [5th Field Supervisor Observation (*if necessary*) & Clinical teacher observes other grade levels or teachers on grade level, if possible.]

CLINICAL TEACHING: Dual Certification Schedule, 7 weeks (35 days) 1st assignment (1 of 2)

Week 1 **Observe and assist**- Most of the time is focused on learning classroom routines and observing students and the cooperating teacher. (Class ObservationReflection)

Week 2 **Co-Teach**- Gradually add responsibilities so the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.

Week 3 **Co-plan and teach 1-2 classes**- This should be a lesson the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught. (1st Field Supervisor Formal Observation)

Week 4 **Independently plan and teach 2-3 classes** (subjects/periods per day)- Cooperating teacher observes Clinical teacher using *Individual Lesson observation form*

Week 5-7 **Progressively increase teaching responsibility** (1st FS informal observation & 2nd FS Formal Observation)
Clinical teacher assumes full responsibility for 8 consecutive days- Cooperating teacher observes Clinical teacher using *Individual Lesson Observation form*
Progressively decrease full responsibility

Note: This is a suggested schedule. It can be changed to meet individual needs.

2nd assignment- (2 of 2) **7 Weeks (35 days)**

Week 8 **Observe and assist**- Most of the time is focused on learning classroom routines and observing students and the cooperating teacher.

Week 9 **Co-teach**- Gradually add responsibilities so the clinical teacher has experience planning and teaching each subject/period before full responsibility begins.

Week 10 **Co-plan and teach 1-2 classes** (subjects/periods of the day)- This should be a lesson the cooperating teacher has modeled on the previous day or class. This will give the clinical teacher the opportunity to plan with the cooperating teacher and observe the lesson being taught. (2nd FS informal observation &)

Week 11 **Independently plan and teach 2-3 classes or subjects/periods per day**- (3rd FS Formal Observation)

Week 12-14 **Progressively increase teaching responsibility**- Cooperating teacher observes Clinical teacher using *Individual Lesson Observation form*
Clinical teacher assumes full responsibility for 8 consecutive days- (4th Field Supervisor Formal Observation & 3rd FS informal observation) **Progressively decrease full responsibility**- Teaching responsibilities for subjects/periods Clinical teacher taught the longest, may be dropped.

Standard Certification

Applying for Standard Certification: To be recommended for the Standard Certificate, interns and clinical teachers must complete their coursework, a successful school year internship or 490-hour clinical teaching experience and pass all required TExES certification exams. In addition, the ACEPP must receive a recommendation from the field supervisor, cooperating teacher, and principal that states the candidate should be recommended for a standard certificate. The ACEPP only recommends Interns/Clinical Teachers who have successfully completed all components of the program.

- §230.93 The appropriate certificate may be issued to a candidate who completes all requirements of a State Board for Educator Certification-approved educator preparation program (ACEPP). The candidate must complete the

appropriate application and pay the designated fee. The certification officer representing the ACEPP shall submit to the Texas Education Agency staff a recommendation for the issuance of the appropriate certificate, not earlier than the date on which all requirements were completed, and by the recommendation deadlines for issuance of the certificate.

- §230.97 The date of issuance shall not precede the date all certification requirements are completed.
- §230.97 The issuance date of a certificate recommended by ACEPP shall be the date ACEPP verifies that the applicant has satisfied all certification requirements.
- Clinical teaching is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for a standard certificate.

Once the ACEPP verifies the Intern/Clinical Teacher is eligible for recommendation for standard certification, they must apply and pay TEA for a Standard Certificate at: https://pryor.tea.state.tx.us/

- Enter Username and Password
- Request a STANDARD CERTIFICATE and to be recommended by this Entity: ALAMO COLLEGES (Alternative)
- Subject applying for: (Your Content test)
- Ensure payment is made

Completer

Once a Standard Certificate is issued, it is the finisher's responsibility to continue earning **30 hours** of professional development ***per year*** and to renew the standard certificate every 5 years:
https://tea.texas.gov/educators/certification/certification-renewals/standard-certificate-renewal-and-continuing-professional-education-cpe-information
Educators can add additional certifications by exam. They must apply to TEA to add each additional certification by paying the fee required and confirming certifications were added to their certificate.

(18) Completer--A person who has met all the requirements of an approved EPP; also referred to as finisher. In applying this definition, the fact that a person has or has not been recommended for a standard certificate or passed a certification examination shall not be used as criteria for determining who is a completer. https://tea.texas.gov/laws-and-rules/sbec-rules-tac/sbec-tac-currently-effect/ch228a.pdf (pg. 2)

Advisory Committee

The preparation of educators is a collaborative effort among TEA accredited public schools, TEA recognized private schools, regional education centers, institutions of higher education, business and community interests. The committee consists of a balanced representation of stakeholders. The ACEPP shall approve the roles and responsibilities of each member of the advisory committee.
The purpose of the advisory committee is to get views and ideas from outside the program as to needs of schools and school districts. The advisory committee assists in the design, delivery, evaluation, and major policy decisions of the Alamo Colleges EPP.
The committee must meet a minimum of once each academic year. Meetings are documented with agendas, detailed minutes, and signed attendance records, or signed acknowledgements of receipt of information. Agenda items may consist of, but are not limited to the following:

- Advisory Committee Training
- Review of Program Operation
- Design of the general operation and Delivery of the program
- Evaluation of
    - o Benchmarking candidate's progress
    - o Effectiveness of the program
- Policy decisions

Complaint Process

TAC §228.70 The ACEPP has a complaints policy that includes a specific process for filing complaints. This is a process through which a candidate, former candidate, or an applicant for candidacy in the ACEPP, an employee or former employee of the ACEPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school may submit a complaint about the ACEPP for investigation and resolution. This policy has been submitted to TEA.

The ACEPP website has a link to the TEA complaints website and information regarding how to file a complaint. The link and complaints process is posted in places where the public can access the information. ACEPP provides a copy of the complaints process in the candidate handbook. Written copies are available on-site as requested.
https://tea.texas.gov/educators/preparation-and-continuing-education/complaints-against-educator-preparation-programs

GRIEVANCE PROCESS

From time to time, conflicts and disagreements may arise between students and their instructors; the intent of these procedures is to provide equitable and expeditious resolutions. Keeping in mind that instructors oversee classroom management, teaching, strategies, testing, and the evaluation of student performance, students are encouraged to use these procedures only when there is clear and convincing evidence that the instructor has treated the student unfairly, or arbitrarily, or capriciously. The candidate may ask their instructor to review the grievance and may appeal the instructor's finding to the Program Manager. If necessary, an appeal may be made to the Grievance Review Committee. A final appeal may be made to the Vice Chancellor of Economic Mobility and Workforce Development.

Definition of Terms

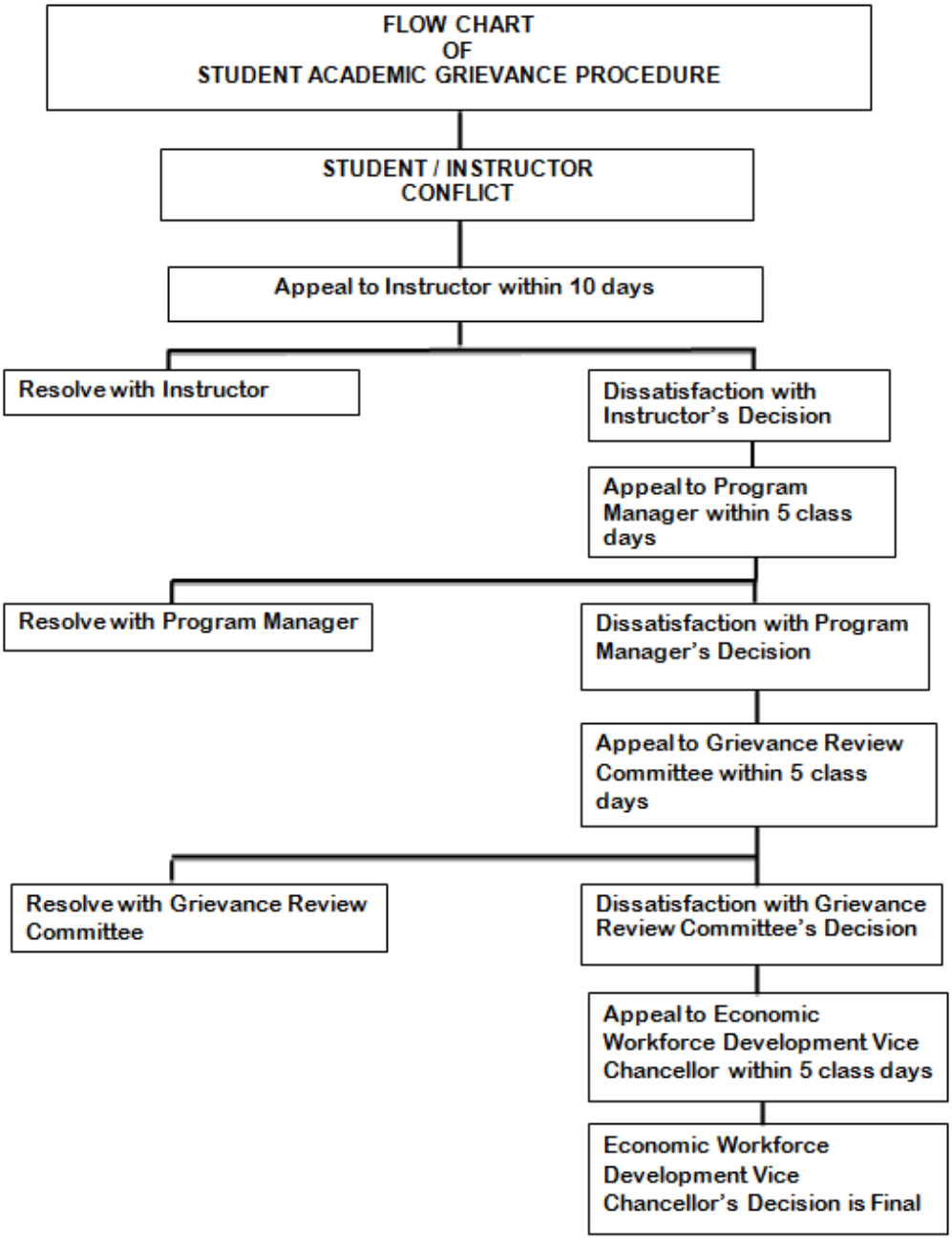
In these procedures, unless the context clearly requires a different meaning, the following works and phrases shall have the meaning given below:

1) "Student" or "candidate" means the person enrolled part time or full time in the ACEPP.
2) "Instructor" means the person primarily responsible for teaching the class and may include full-time or part-time CE Instructors as well as members of the classified, professional, and administrative staff of the district.
3) "Program Manager" means the direct instructional supervisor of the instructor in whose department or area of the student grievance arose.
4) "Grievance Review Committee" means committee appointed by the direct instructional supervisor of the Program Manager in whose department or area the student grievance arose.
5) "Economic Workforce Development Vice Chancellor" means the direct instructional supervisor of the Program Director in whose department or area the student grievance arose.
6) "Days" means weekdays during which the college is in session.
7) "Adequate cause" means clear and convincing evidence that the instructor acted unfairly, or arbitrarily, or capriciously in classroom management, teachings methods, testing, or the evaluation of student performance.

Student Grievance Procedures

1) If a situation occurs in which a student believes that he or she has been treated unfairly by an instructor, the student should attempt to schedule a conference with the instructor to resolve the problem.
2) A student grievance should be initiated as soon as possible after the incident upon which the grievance is based. Therefore, the student must seek a conference with the instructor within 10 days of the incident.
3) If, after a conference with the instructor, the student believes that the matter is unresolved, he or she may consult with the Program Manager. Such consultation shall take place within 5 days of the student's conference with the instructor.
4) A Student Academic Grievance Form must be filed with the Program Manager. Copies of the form will be retained by the student and the instructor.
5) The Program Manager will individually and separately hear grievance from the student and instructor. After hearing both sides, the Program Manager may request that the student and the instructor meet with the Program Manager to reach an acceptable solution.

6) If an agreement is not reached in the hearing or conference, the Program Manager will affirm or deny the grievance within 5 days. If the decision is to affirm the instructor's position, the student may then appeal to the Grievance Review Committee (GRC information will be provided at time of appeal request). If the decision is to affirm the student grievance and to recommend that the instructor reverse his or her decision, the Program Manager must meet with the instructor and provide a written explanation. To affirm a student grievance, the Program Manager must have adequate cause.
7) If either the student or the instructor is not satisfied with the Program Manager's decision, he or she may appeal to the appropriate Grievance Review Committee within 5 days of the Program Manager's decision. A complete record of the grievance will be forwarded to the Grievance Review Committee by the Program Manager. The Grievance Review Committee and the Program Manager will meet with the student and the instructor. After hearing both sidesand reviewing the record the Grievance Review Committee will render a decision, in writing, affirming or denying the grievance within 5 days. If necessary, a final appeal may be made to the Vice Chancellor. Form to print can be found on pages 35 and 36.



Alamo Colleges Educator Preparation Program Student Academic Grievance Form

Name _____ Major _____

Banner ID _____ Day Phone _____

Address _____ Cell Phone _____

City/St./Zip _____ Email _____

Step One: Description of Grievance

Name of Instructor _____

Date of Incident _____ Course Section _____

Write grievance summary or attach prepared document:

_____

_____

_____

Student/Instructor Conference Date _____ ☐ Resolved

☐ Unsolved

Student Signature _____

Instructor Signature _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP TWO within 5 days.
Forward supporting documentation as necessary

Step Two: Program Manager Conferences

☐ Resolved

☐ Unsolved

Student/Program Manager Conference Date _____

Instructor/Program Manager Conference Date _____

Student Signature _____

Program Manager Signature _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP THREE within 5 days.
Forward supporting documentation as necessary

Step Three: Inclusive Conference

Student/Instructor/Program Manager Conference Date _____ ☐ Resolved

☐ Unsolved

Student Signature _____

Instructor Signature _____

Program Manager Signature _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP FOUR within 5 days.
Forward supporting documentation as necessary.

Step Four: Program Manager Action

Upon consideration of the circumstances presented, I hereby affirm* _____ /deny _____ the grievance in question.

*Written explanation must be forwarded to instructor.

Program Manager Signature _____ Date _____

I accept _____ /reject _____ the decision of the Program Manager

Student Signature _____

I accept _____ /reject _____ the decision of the Program Manager

Instructor Signature _____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP FIVE within 5 days.
Forward supporting documentation as necessary

Step Five: Grievance Review Committee Conference

☐ Resolved

☐ Unsolved

Student/Grievance Review Committee Conference Date _____

Student Signature _____

Instructor Signature _____

Program Manager Signature _____

Grievance Review Committee Signatures _____

_____

_____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP SIX within 5 days.
Forward supporting documentation as necessary.

Step Six: Grievance Review Committee Action

Upon consideration of the circumstances presented, I herebyaffirm*_____/deny_____the grievance in question.

*Written explanation must be forwarded to instructor and Program Manager.

Grievance Review Committee Signature _____ Date _____

I accept__/reject__ the decision of the Program Manager — Student Signature _____

I accept__/reject__the decision of the Program Manager — Instructor Signature_____

I accept__/reject__the decision of the Program Manager — Program Manager Signature _____

Grievance Review Committee Signatures _____

_____

_____

If the matter is resolved, then the process ends here. Otherwise, proceed to STEP SEVEN within 5 days.
Forward supporting documentation as necessary.

Step Seven: Appeal to Vice Chancellor Economic Mobility and Workforce Development

Action By Vice Chancellor Economic Mobility and Workforce Development
Final Arbitration

Student/Instructor/Program Manager/Grievance Review Committee/VC Economic Mobility & Workforce Development Conference Date _____

Upon consideration of the circumstances presented, I hereby affirm*__/deny__the grievance in question.

Vice Chancellor of Economic Mobility and Workforce Development Signature _____

Vice Chancellor's Remarks:

*A conference with the instructor and Program Manager must be held and written explanations of the decision must be provided.
Refer to Student Academic Grievance Policy: FLD Local

The Alamo Colleges, and its affiliated colleges, does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs, or services. Inquiries or complaints concerning these matters should be brought to the attention of:
Director of Human Resources Title IX Coordinator
Human Resources Department
2222 N. Alamo
San Antonio, Texas 78215

Student Non-Academic Grievance Procedures

Alamo Colleges Educator Preparation Program acknowledges the possibility that incidents may occur outside the academic setting that might result in a student feeling he/she is the object of unjust treatment by an ACEPP employee. This concern could include misconduct or a condition the student believes to be unfair, inequitable, discriminatory, or a hindrance to the student's educational progress. This policy does not apply to decisions regarding financial aid eligibility, student disciplinary actions, or those pertaining to academic matters (see Academic Grievance Procedure above). Prior to initiating a formal grievance, the student should make a reasonable effort to resolve the problem with the person, or Program Manager, against whom the complaint is being made. This should occur within 10 days, following the protested circumstance. If the complaint is not resolved to the student's satisfaction, the following formal grievance procedure can be initiated.

Definition of Terms:
1) "Grievance": A claim that a student has been the subject of an unjust action or has been denied his/her rights by an employee of the College.
2) "Appeal": An action taken to request a review of and possible change to the recommended resolution of the grievance.
3) "Working days": Weekdays (Monday through Friday).

Procedure:

1. Within 5 working days of the final informal attempt at resolution, a signed and dated written complaint should be made to the immediate supervisor of the person or Program Manager against whom the complaint is being made. All grievances must include the following:

    A. Student's name and contact information, including day-time phone number, mailing address, and email address (if available)

    B. A full description of the grievance, providing relevant dates of events and including the names of all parties involved

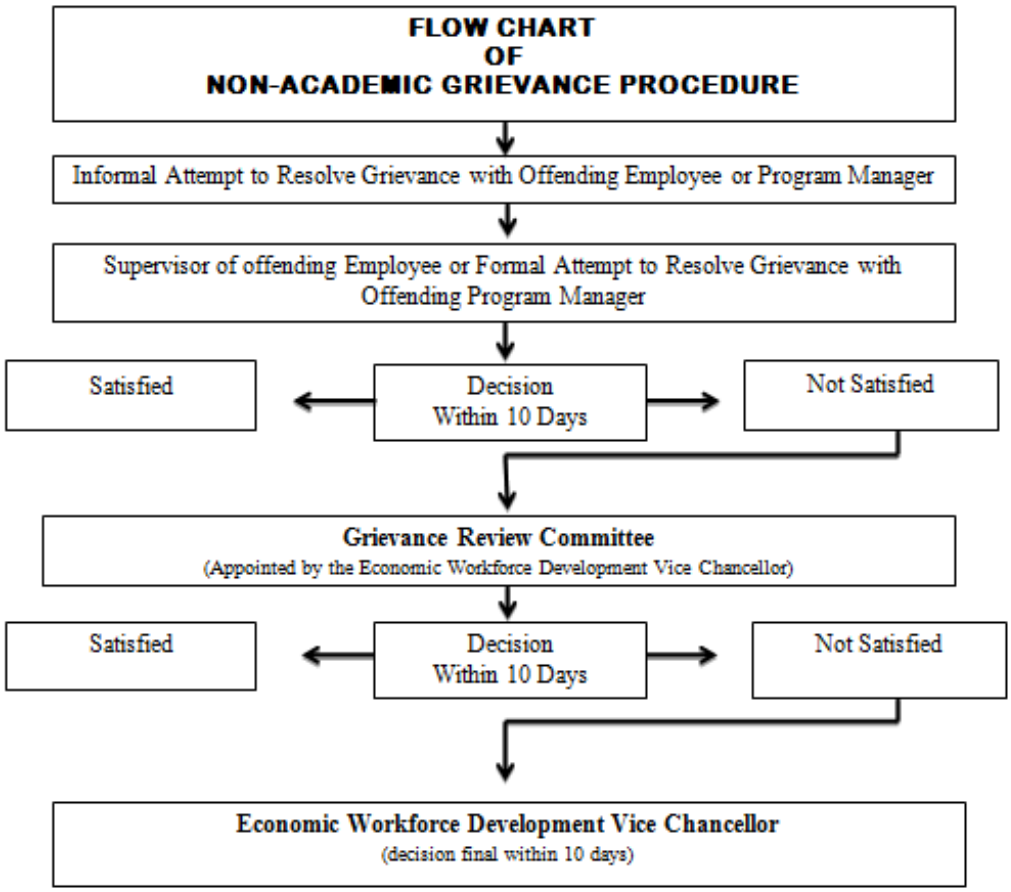
    C. A statement describing attempt(s) to resolve the issue informally

    D. The proposed resolution, relief or action sought

2. Upon receipt of the written grievance, the Program Manager will review the document and meet with any or all the parties cited in the grievance. The Program Manager will render a decision within 10 working days. If either the student or employee is not satisfied with the decision and wishes to appeal, he/she must do so by submitting a written appeal to the Grievance Review Committee within 5 working days. In addition to a copy of the original grievance and Program Manager's decision, the student or employee must provide a brief statement justifying the appeal.

3. Upon receipt of the written appeal, the Grievance Review Committee will review the documents and investigate the request. The Grievance Review Committee will render a decision within 10 working days. If either the student or employee is dissatisfied with the Grievance Review Committee's decision, he/she has 10 working days to request it be reviewed by the Vice Chancellor of Economic Mobility and Workforce Development or designee. In addition to a copy of all information provided to the Grievance Review Committee, the student or employee must provide a brief statement justifying the additional appeal.

4. The Vice Chancellor of Economic Mobility and Workforce Development is the final reviewer for Alamo Colleges Educator Preparation Program and will render a decision in writing within 10 working days of receiving the written request of appeal.



Alamo Colleges EPP Contact Information & Program Staff

Mailing Address:
Alamo Colleges District
Attention: Alamo Colleges Educator Preparation Program
2222 N. Alamo St.
San Antonio, TX 78215



Pauline Ramírez
Program Manager
Office: (210) 485-0042
pramirez43@alamo.edu
Fax: (210) 486-9866

Instructors:



Dr. Lee Myers
Principles of Teaching (PPR)
Digital Literacy



Rachel Reynolds-Bartels
Foundations of Reading
w/Science of Teaching Reading



Mayra A. Montalvo
Mathematics
Bilingual Education



Dr. Tiffanye Oliver
Social Studies
Science



Dr. Martha Alonso
Fine Arts
Classroom Management



Yvette Benavidez
Differentiation & Special Populations

Field Supervisors:



Samantha Gallegos



Dr. Carol Ross



Marianela Gonzalez-Sanchez