

Last Updated: May 30, 2024

This resource is intended to support Educator Preparation Programs as they begin to implement the



## Implementation Guidance

### General

When will the updates to Chapter 228 become effective?

9/1/2024.

Where can the public reference the updated Chapter 228 before the rules become effective?

The Chapter 228 rules will be updated on 9/1/2024. Until that time, please reference the [Chapter 228 February Adoption Item](#), which includes the full rule text.

Will an EPP be held accountable for the new Chapter 228 requirements for a candidate who enrolls or is admitted in an EPP prior to 9/1/2024?

For the Continuing Approval Review Process, a candidate whose admission date is before the 9/1/2024 implementation date must meet the legacy 228 requirements. A candidate whose admission date is 9/1/2024 or later must complete the new 228 requirements.

## Subchapter A: General Guidance

### Definitions

Does assignment start date mean the first day of instruction with students or the first day of instruction with students as evidenced on district calendars? [§228.2(5)]

Per §228.2(5), the assignment start date for an internship, clinical teaching, or residency is the first day of instruction with students. This refers to the first date the candidate is in their classroom assignment with students, which may or may not be the first day of instruction according to the district calendar.

## Subchapter B Approval of Educator Preparation Programs

### Approval for the Teacher Residency Preparation Route

to the SBEC to offer the new teacher residency preparation route? [§228.15(b)]

TEA issued grants. To offer the new teacher residency preparation route that leads to an Enhanced Standard Certificate, EPPs must submit an application and receive SBEC approval.

Can an EPP continue to offer a locally defined teacher residency model without applying to offer the formal teacher residency preparation route? [§228.15(b)]

Yes. EPPs are not required to apply for and offer the teacher residency preparation route. EPPs may require candidates to complete clinical experiences across a full year; however, to offer a formal residency model that results in an Enhanced Standard Certificate, the EPP must apply for the route and be approved by the SBECs required in §228.15(b). The teacher residency preparation route can be offered across multiple program models, including within traditional, alternative, or post-baccalaureate programs.

Does an EPP applying for the teacher residency preparation route need to indicate which certificate categories they want to offer via the route? Can additional certification categories be added at a later time? [§228.15(b)]

Yes. The EPP should include in the initial residency application all currently approved certificate categories for which an EPP will offer the teacher residency preparation route. Once approved, the addition of approved certificate categories to this route will require a program amendment notice to TEA as required in 19 TAC §228.17 and the addition of a new certificate category will require an application and fee as required in 19 TAC §228.15(c)(2).

If an EPP is planning on piloting residency implementation prior to seeking SBEC approval to offer the teacher residency preparation route, what set of rules are they required to meet?

An EPP may choose to pilot residency model structures prior to applying for SBEC approval to offer the formal route. In these instances, they would be required to meet, at minimum, the requirements for the route the candidate is enrolled in and completing. An EPP can always require increased hours or additional requirements on top of those specified in SBEC rules. For example, if an EPP is piloting residency implementation with candidates currently enrolled in an undergraduate route, the candidates would, at minimum, be required to complete 490 hours of clinical teaching across two semesters, though the program could locally require 750 hours as specified in the residency route. As a reminder, a candidate would not be eligible for the Enhanced Standard Certificate until the EPP was approved to offer the teacher residency preparation route, and the candidate formally met all requirements under that route.

Is there a cost for adding the teacher residency preparation route? If so, what is that amount?

No. There is no cost for EPPs who have already been approved to offer preparation in the Teacherclass of certificates.

When will the residency application be available?

Guidance for the application process can be located on the Program Provider Resources Page. Please note that the application windows have been adjusted to open on 6/3/2024.

Would it be possible to submit separate applications for one EPP? For example, if an EPP has an undergraduate program in the College of Education and an ACP program in the College of Natural Sciences.



preparation route. Programs may apply to offer the route and be approved by the SBEC to offer the route as soon as December 2024. A program approved by December 2024 may offer the route as soon as Spring 2025 to candidates beginning their residency. Programs approved by Spring or Summer 2025 could offer the route for candidates beginning their residency in Fall 2025.

What are the application windows to offer the teacher residency preparation route? How do those application windows align to SBEC approval?

The Teacher Residency Preparation Route Application will open 6/3/2024 to EPP applicants. The guidance below provides application windows, anticipated program notification, and SBEC approval windows. It is important to emphasize that once an application has been reviewed, it will be submitted to the SBEC with a recommendation for approval or nonapproval. Program notification dates are estimates as reviewers may need to elicit additional information from applicants thereby impacting the notification date and potentially the submission date for SBEC approval.

EPP Application Window	Intended Notification of Application Status	Intended Submission for SBEC Approval
By 07/12/2024	09/30/2024	12/2024
By 07/29/2024	10/18/2024	12/2024
By 08/12/2024	11/04/2024	12/2024
By 09/10/2024	12/11/2024	02/2025
By 10/10/2024	01/20/2025	02/2025
By 11/11/2024	02/18/2025	04/2025
By 12/09/2024	03/17/2025	04/2025

When will EPPs address that movement for the first cohort of candidates?

Once approved by the SBEC, the EPPs responsible for updating the finisher records list for the residency route in ECOS. Approved programs may anticipate guidance from the Technical Manual to support this transition.

### Program Amendments

Can TEA please clarify the limitations on programs in changing delivery of instruction from online to face-to-face or another combination of preparation offerings as specified in §228.17 [§228.17]

The rules in §228.17(a) and (b) have not changed. When an EPP significantly changes a program so that it is different than originally approved, an amendment notification to TEA is required. Examples of significant changes to a program include changing instruction from a face-to-face delivery to an online delivery, offering a certification through a new degree plan, offering an approved certificate in a new route, etc. EPPs must submit

the amendment notice 60 days prior to the amendment. If the EPP is Accredited or Accredited Probation, then the amendment notice is submitted to TEA at least 120 days prior to the amendment. §228.17(a) and (b) specify the required components of the notification.

## Subchapter C: Administration & Governance of Educator Preparation Programs

How or where does an EPP notify TEA about dba name? [§228.23(e)]

Per §228.23(e), the EPP must annually report to the SBEC all names the EPP has done business as during the







How are the 25 hours of flexible FBEs under §228.43(d) logged and reflected on? Does each FBE need a written reflection? [§228.43(d)]

Per §228.43(d)(2), candidates must reflect, in writing, on the experience, including those completed in service as a substitute teacher, teacher of record, or educational aide. The EPP should encourage candidates to maintain a log of FBE hours completed with the associated written reflections and should have FBE structures and requirements to guide candidates on completing reflections. As a best practice, EPPs should require candidates to complete a written reflection per academic day when completing FBEs, whether service as a substitute teacher, teacher of record, or educational aide.

Under §228.43(c), what percentage of the 25 interactive FBE hours should include interactive activities outside of passive observation? [§228.43(c)]

All 25 FBE hours under §228.43(c) require the candidate to actively engage in instructional or educational activities. Examples of these activities are included in §228.43(c)(2).

Does a teacher who holds an emergency certificate or permit qualify as a "content certified teacher" for the purposes of FBE interactive hours? [§228.43(c)(1)(B) & (d)(1)(B)]

Yes. Individuals serving on an SBE-issued emergency permit are eligible to serve in the "content area" assignment for one year.

## Subchapter E: Educator Candidate Clinical Experiences

### Candidate Experiences Implementation [3.149 OR 0.149 Rs-5(t)3(o)855 9 RG yntent area"]

If a candidate begins the clinical teaching, internship, or practicum prior to 2024, would they need to meet the requirements of the updated 228? [§228(b) & §228.6]





does it include FMLA type leave for clinical teachers with children? [§228.65(a)(3), §228.67(b), §228.73(c)]

The references to parental leave in §228.65(a)(3), §228.67(b), and §228.73(c) are referring to time taken off work to care for newborn or newly adopted children.

How should candidates document their clinical teaching hours for EPP verification and audit purposes? [228.67(b) & 228.31(i) & Figure: 19 TAC §228.13(f)]

The Evidence Figure in §228.23(f) identifies that clinical teaching hours should be captured on signed or initialed and dated logs. The log should include dates, hours, location and should be verified by the cooperating teacher.

If a candidate is seeking certification in a content area and special education, are they required to complete a clinical placement in both settings?? [§228.67(a)]

Yes. A content area that includes Special Education is an appropriate placement for a candidate being certified in a content area and in Special Education. Note the assignment rules require this if the candidate is teaching TEKS.

Are there particular activities required of an educational aide completing their clinical experience under the provisions in §228.69? [§228.69]

The requirement in §228.69 allows certified educational aides to complete their clinical teaching requirement in §228.67 in the educational aide role. This is not a new requirement but was also an allowable provision in the legacy 228. To meet the clinical



To ensure compliance with 228.73(a), should EPPs recommend a candidate for an intern or probationary certificate earlier than the effective date to ensure it's issued by the first day of school? [§228.73(a)]

Per § 228.73(a), candidate certificates will be issued immediately after they are recommended if the required tests are passed and if the candidate has paid for the certificate and completed fingerprinting. A certificate not issued due to a pending investigation will be flagged as such in the Educator Certification Online System (ECOS) and Probationary certificates can be dated with future effective dates if the assignment start date is after the date the EPP recommends the certificate.

### Practicum

For a nonteacher candidate completing their practicum on an intern certificate, ~~the~~



Can multiple EPP staff members provide informal observations to a given candidate, if they all meet the requirements for a field supervisor? [§228.101(b)(5)(7)]

Yes. Per §228.101(b)(1), only the field supervisors qualified and trained to support candidates in a specific certificate class may conduct field supervision for a given candidate, including conducting informal observations for candidates in that class. The EPP may assign multiple field supervisors to support a candidate. There is no rule in place that requires the EPP to assign only one field supervisor to a candidate.

Per §228.105(d)(3) and §228.101(b)(5)(E), field supervisors are required to provide written feedback on formal and informal observations. Per §228.101(b)(8) and §228.105(d)(4), this written feedback should be provided to the specified campus support personnel by the EPP, or whatever data capture tool that facilitates effective completion of this process.

Do the updates to Chapter 228 impact the number of formal observations required for nonteacher candidates? [§228.117(b)]

No. Per, §228.117(b), candidates completing a practicum are required to have a minimum of 3 formal observations that total a minimum of 135 minutes. This is the requirement even if the candidate is completing a practicum while holding an Intern or Probationary certificate. This mirrors the requirement in legacy 228.

## Subchapter G: Complaints & Investigations

No FAQs were submitted related to Subchapter G.