

TABLES & GRAPHICS

Graphic images included in rules are published separately in this tables and graphics section. Graphic images are arranged in this section in the following order: Title Number, Part Number, Chapter Number and Section Number.

Graphic images are indicated in the text of the emergency, proposed, and adopted rules by the following tag: the word “Figure” followed by the TAC citation, rule number, and the appropriate subsection, paragraph, subparagraph, and so on.

Figure: 19 TAC §228.15(b)(1)

Residency Route Requirements for Programs Seeking Approval (2027-2028 Only)

Programs previously approved to offer the teacher residency route may apply to offer the residency route with additional, new requirements described in the figure below.

Requirement	TAC References	Description of Required Evidence
<u>1. Prior approval to offer the Residency Route</u>	<u>§228.15(b)(1)</u>	<ul style="list-style-type: none"> For 2027-2028 approval, the program must have been previously approved by SBEC to offer the residency route by April 30th, 2026. Programs that have not been approved by April 30, 2026, may apply during the 2026-2027 academic year to offer the route under the requirements for 2028-2029 approval (§228.15(b)(2)).
<u>2. Required PREP Training Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	<ul style="list-style-type: none"> Evidence of faculty certification: The program must provide evidence that their instructors have been certified to deliver PREP required content. The program should provide the names of the instructors, their assigned courses, and proof of certification. Attestations related to training content implementation: Programs must attest that they will offer the required PREP training content to candidates by the 2027-2028 academic year. Initial plan for integration of the required content for the 2027-2028 academic year.

Figure: 19 TAC §228.15(b)(2)

Residency Route Evidence Sources (2028-2029)

Applicants seeking to offer the Residency Route in 2028-2029 must demonstrate evidence of all TAC Chapter 228 requirements listed below. Programs previously to offer the teacher residency route will only submit evidence of the following requirement areas: 2. Required PREP training content, 5. Host teacher, and 12. Recruitment and Admissions.

If the TAC Requirement Includes...	TAC References	Evidence that may be required in the application
1. Coursework and Training Requirement	§228.33(a-e) §228.41(a) §228.43(a)-(e)	<ul style="list-style-type: none"> • <u>Scope and Sequence of Residency Program</u> • <u>Methods Course Syllabus</u> • <u>Content Pedagogy Syllabi</u>
2. Required PREP Training Content Integration	§228.31(d) §228.41(c) §228.57(f)(1-4)	<ul style="list-style-type: none"> • <u>Evidence of instructor training certification</u> • <u>Plan demonstrating how the EPP identifies and assigns personnel qualified to deliver required content</u> • <u>Evidence of integration of the required training content into coursework</u> • <u>Additional evidence of required content integration as needed</u>
3. Practice-Based Experience in a Classroom Setting	§228.65(a) §228.65(b)(2)	<ul style="list-style-type: none"> • <u>Scope and Sequence of Residency Program</u> • <u>Educator Preparation Program (EPP) Handbook:</u> <ul style="list-style-type: none"> ○ <u>Guidance for gradual release and co-teaching</u> ○ <u>Process for documentation of clinical experience hours</u> ○ <u>Process for documentation of reduction of hours requirement if/when applicable</u> • <u>Evidence of host teacher training related to best practices in co-teaching</u>
4. Instructional Setting	§228.65(b)(1) and (3) §228.43(a)-(e)	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description on instructional setting selection process</u> ○ <u>Description of expectations for candidate completion of field-based experiences (FBEs)</u> • <u>Form used for determining that a candidate should have multiple placements</u> • <u>Log or tracking tool of candidate FBE completion</u>
5. Host Teacher	§228.91(a), (b), (d), (e), and (f) §228.95(a) and (b)	<ul style="list-style-type: none"> • <u>Host teacher profile or job description</u> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of host teacher criteria, selection process, and training</u> ○ <u>Evidence of collaborative selection of all mentoring educators that include representatives from EPP and the campus or district</u> • <u>Evidence that host teachers meet training requirements related to <i>Texas Mentorship Training</i></u> • <u>Host teacher support and monitoring artifacts:</u>

		<u>example check in, example of observation of host teacher or debrief notes</u>
<u>6. Co-Teaching</u>	<u>§228.65(b)(2)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of co-teaching practices</u>
<u>7. Field Supervisors</u>	<u>§228.101(a)</u> <u>§228.101(b)(1), (4), and (12)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook:</u> <ul style="list-style-type: none"> ○ <u>Description of field supervisor requirements, selection, and training</u> • <u>Sample resume of a field supervisor</u> • <u>Field supervisor training calendar</u> • <u>Field supervisor training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching</u> • <u>Evidence of completion of state-required training</u> • <u>Artifacts showing collaboration between field supervisor, host teacher and campus supervisor: meeting calendars, check-in agendas, shared documents</u>
<u>8. Teacher Resident Coaching</u>	<u>§228.101(b)(7)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Teacher resident coaching and informal observations protocols</u> ○ <u>Observation and feedback process description, including for identifying and supporting targeted skills</u> • <u>Sample coaching tools</u> • <u>Samples of written candidate feedback that includes candidate follow-up support plans</u>
<u>9. Formal Observations</u>	<u>§228.105(a-e)</u> <u>§228.103(a-b)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of formal observation practices (observation pre- and post-practices, length of observation)</u> • <u>EPP's formal observation tool</u> • <u>EPP's calendar of formal observations</u>
<u>10. Evaluation of Teacher Candidate Readiness</u>	<u>§228.31(c)</u> <u>§228.65(c)-(g)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of progression of performance gates</u> ○ <u>Description of response to candidate performance on each gate and intervention supports</u> ○ <u>Description of candidate recommendation process</u> • <u>Submission of all performance gates for review of quality criteria</u> • <u>Sample intervention plan template</u> • <u>Candidate recommendation for certification form/document, reflecting shared decision making with district partner.</u>

<p><u>11. Governance</u></p>	<p><u>§228.25(d)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Shared governance practices</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current Memorandums of Understanding (MOUs) from partner districts</u>
<p><u>12. Recruitment and Admissions</u></p>	<p><u>§227.10(a)(9) and (b)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of research-based best practices for recruitment and admission</u> ◦ <u>Description of screening process with multiple measures (for example: experience-based indicators, portfolio reviews with rubric, institutional fit and engagement measures such as assessment of goals and motivation, academic measures, etc.)</u> • <u>Evidence of recruitment practices to meet partner’s needs</u> <ul style="list-style-type: none"> ◦ <u>Evidence of collaboration to identify school system partner’s needs</u> ◦ <u>Evidence of aligned counseling and support for applicants and candidates</u>

Figure: 19 TAC §228.15(c)(1)

PREP Preservice Alternative Route Requirements for Programs Seeking Approval (2027-2028 Only)

Requirement	TAC References	Description of Required Evidence
<u>1. Required PREP Training Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	<ul style="list-style-type: none"> • <u>Evidence of faculty certification:</u> The program must provide evidence that their instructors have been certified to deliver PREP required content. The program should provide the names of the instructors, their assigned courses, and proof of certification. • <u>Attestations related to training content implementation:</u> Programs must attest that they will offer the required PREP training content to candidates by the 2027-2028 academic year. • <u>Initial plan for integration of the required content for the 2027-2028 academic year</u>
<u>2. Governance</u>	<u>§228.25(e)</u>	<u>Attestations related to partnership and governance:</u> Programs must attest that they will comply with updated governance requirements for the PREP Preservice Alternative Certification route in TAC, §228.25(e). They also must attest to at least one formal school system partnership beginning by 2027-2028.
<u>3. Pre-Internship Clinical Teaching Experience</u>	<u>§228.68, §228.101(b), §228.107, and §228.109</u>	<u>Attestations related to clinical experience:</u> Programs must attest that they will comply with all PREP Preservice Alternative Certification route requirements related to the pre-internship clinical teaching experience and the internship experience including those in TAC, §228.68, §228.101(b), §228.107, and §228.109.
<u>4. Readiness narrative to offer PREP Preservice Alternative Certification Route</u>	<i>Narrative components align to subsections:</i> <u>§228.68, §228.73, §228.25(e), and §228.101</u>	Programs must provide narrative evidence that demonstrates foundational readiness to offer the PREP Preservice Alternative Certification route, which may include: <ul style="list-style-type: none"> • <u>Summary of program model, including approach to mentoring support and co-teaching.</u> • <u>Timeline for development of the model</u> • <u>Overview of field supervision and candidate assessment of proficiency during the pre-internship clinical experience</u> • <u>Plan for communication and collaboration with school system partners</u> • <u>Description of how the program plans to ensure faculty can meet the training and certification to deliver PREP training content and to ensure integration of the training content in coursework.</u> • <u>If applicable, integration of Grow Your Own school system partnership</u>

Figure: 19 TAC §228.15(c)(2)

PREP Preservice Alternative Route Evidence Sources (2028-2029)

Applicants seeking to offer the Preservice Alternative Route in 2028-2029 must demonstrate evidence of all TAC Chapter 228 requirements listed below.

<u>If the TAC Requirement Includes...</u>	<u>TAC References</u>	<u>Evidence that may be required in the application</u>
<u>1. Coursework and Training Requirement</u>	<u>§228.33(a-e)</u> <u>§228.41(a)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Preservice Alternative Certification Program that includes:</u> <ul style="list-style-type: none"> ○ <u>Curriculum map</u> ○ <u>Timeline of gradual increase of instructional responsibility</u>
<u>2. Required Content Integration</u>	<u>§228.31(d)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-4)</u>	<ul style="list-style-type: none"> • <u>Evidence of instructor training certification</u> • <u>Plan demonstrating how the EPP identifies and assigns personnel qualified to deliver required content</u> • <u>Evidence of integration of the required training content into coursework</u> • <u>Additional evidence of required content integration as needed</u>
<u>3. Pre-Internship Clinical Teaching Experience</u>	<u>§228.68(a), (c), (g) and (f)</u>	<ul style="list-style-type: none"> • <u>Scope and Sequence of Preservice Alternative Certification Program, including clear outline of pre-internship clinical teaching experience</u> • <u>Educator Preparation Program (EPP) Handbook:</u> <ul style="list-style-type: none"> ○ <u>Guidance for pre-internship clinical teaching, including gradual release to lead teaching requirement</u> ○ <u>Process for documentation of pre-internship clinical teaching hours</u> • <u>Grow Your Own exception documentation, as applicable</u>
<u>4. Instructional Setting</u>	<u>§228.68(a-h)</u> <u>§228.73(c) and (d)(1)</u> <u>§228.63(a-e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of selection process for pre-internship</u> ○ <u>Guidelines for pre-internship placement, including process for placement when aligned subject or grade level is unavailable</u> ○ <u>Guidelines for internship placement</u> ○ <u>Evidence of partnership collaboration in placement</u>

<p><u>5. Cooperating Teacher and Intern Mentor Teacher</u></p>	<p><u>§228.91(a)-(f)</u> <u>§228.93(a) and (b)</u> <u>§228.97(a) and (b)</u></p>	<ul style="list-style-type: none"> • <u>Cooperating teacher and intern mentor teacher profile or job description</u> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of pre-internship cooperating teacher criteria, selection process, and training.</u> ○ <u>Description of intern mentor teacher criteria, selection process, and training.</u> ○ <u>Evidence of collaborative selection of all mentoring educators that include representatives from EPP and the campus or district</u> • <u>Evidence that cooperating teachers and intern mentor teachers meet training requirements related to <i>Texas Mentorship Training</i></u> • <u>Cooperating and intern mentor teacher support and monitoring artifacts: example check in, example of observation of cooperating/intern mentor teacher or debrief notes</u>
<p><u>6. Co-Teaching and Engagement with Professional Responsibilities</u></p>	<p><u>§228.68(a) and (b)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of co-teaching practices</u> ○ <u>Clear criteria for lead teaching requirement, with number of lessons and hours specified</u> ○ <u>Clear criteria for engagement with professional responsibilities, with number of hours specified</u>
<p><u>7. Field Supervisors</u></p>	<p><u>§228.101(a)</u> <u>§228.101(b)(1), (4), (9), (11), and (13)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook:</u> <ul style="list-style-type: none"> ○ <u>Description of field supervisor requirements, selection, and training</u> • <u>Sample resume of a field supervisor</u> • <u>Field supervisor training calendar</u> • <u>Field supervisor training artifacts: sample agenda and/or training materials to show evidence of alignment to co-teaching and coaching</u> • <u>Artifacts showing collaboration between field supervisor and cooperating teacher during the pre-internship (meeting calendars, check-in agendas, shared documents)</u> • <u>Artifacts showing collaboration between field supervisor, intern mentor teacher and campus supervisor during the internship</u>
<p><u>8. Coaching During Pre-Internship and Internship</u></p>	<p><u>§228.101(b)(8)</u></p>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Coaching and informal observation protocols and sample calendars/schedules</u> ○ <u>Observation and feedback process description, including for identifying and supporting targeted skills</u> • <u>Sample coaching tools</u>

		<ul style="list-style-type: none"> • <u>Samples of written candidate feedback that includes candidate follow-up support plans</u>
<u>9. Formal Observations during Pre-Internship and Internship</u>	<u>§228.105(a)-(e)</u> <u>§228.109(e) and (f)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of formal observation practices (observation pre- and post-practices, length of observation)</u> • <u>EPP’s formal observation tool</u> • <u>EPP’s calendar of formal observations</u>
<u>10. Evaluation of Readiness for Internship and Readiness for Standard Certification</u>	<u>§228.68(a)(3), (b), (c) and (d)</u> <u>§228.73(l)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of evaluation of acceptable progress in pre-internship, including clear, measurable criteria and crosswalk to preservice competencies</u> ◦ <u>Evidence of training for field supervisors and cooperating teachers on evaluation of progress</u> ◦ <u>Description of how the EPP supports candidate in response to evaluations of progress in pre-internship</u> ◦ <u>Description of process for determining acceptable progress upon completion of pre-internship</u> • <u>Sample intervention plan template (intervention during pre-internship)</u> • <u>Sample support plan template (candidates requiring plan during internship)</u> • <u>Candidate recommendation for standard certification form/document</u> • <u>Evidence of shared decision making with school system partner for candidate intervention, growth plans, and recommendations</u> • <u>Process for sharing support plan when pre-internship district is different than internship district</u>
<u>11. Governance</u>	<u>§228.25(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Shared governance practices</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current Memorandums of Understanding (MOUs) from partner districts</u>
<u>12. Recruitment and Admissions</u>	<u>§227.10(a)(9) and §228.25(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ◦ <u>Description of screening process with multiple measures</u> • <u>Evidence of recruitment practices aligned to partners’ needs</u>

Figure: 19 TAC §228.15(d)(1)

PREP Traditional Route Requirements for Programs Seeking Approval (2027-2028 Only)

<u>Requirement</u>	<u>TAC References</u>	<u>Description</u>
<u>1. Prior approval to offer standard certification through clinical teaching</u>	<u>§228.11</u> <u>§228.15</u>	<ul style="list-style-type: none"> For 27-28 approval, the program must have been previously approved to offer standard teaching certification via clinical teaching requirements through TAC, §228.11 (relating to initial approval) or TAC, §228.15 (relating to additional approvals).
<u>2. Required PREP Training Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	<ul style="list-style-type: none"> <u>Evidence of faculty certification:</u> The program must provide evidence that their instructors have been certified to deliver PREP required content. The program should provide the names of the instructors, their assigned courses, and proof of certification. <u>Attestations related to training content implementation:</u> Programs must attest that they will offer the required PREP training content to candidates by the 2027-2028 academic year. <u>Initial plan for integration of the required content for the 2027-2028 academic year.</u>
<u>3. Governance</u>	<u>§228.25(e)</u>	<u>Attestations related to partnership and governance:</u> Programs must attest that they will comply with updated governance requirements for the PREP Traditional route in TAC, §228.25(e). They also must attest to at least one formal school system partnership beginning by 2027-2028.

Figure: 19 TAC §228.15(d)(2)

PREP Traditional Route Evidence Sources (2028-2029)

Applicants seeking to offer the PREP Traditional Route in 2028-2029 must demonstrate evidence of all TAC Chapter 228 requirements listed below.

<u>If the TAC Requirement Includes...</u>	<u>TAC References</u>	<u>Evidence that may be required in the application</u>
<u>1. Required Content Integration</u>	<u>§228.31(d-e)</u> <u>§228.41(c)</u> <u>§228.57(f)(1-2)</u>	<ul style="list-style-type: none"> • <u>Evidence of instructor training certification</u> • <u>Plan demonstrating how the EPP identifies and assigns personnel qualified to deliver required content</u> • <u>Evidence of integration of the required training content into coursework</u> • <u>Additional evidence of required content integration as needed</u>
<u>2. Practice-Based Experience in a Classroom Setting</u>	<u>§228.67(d)</u>	<ul style="list-style-type: none"> • <u>Educator Preparation Program (EPP) Handbook:</u> <ul style="list-style-type: none"> ○ <u>Guidance for co-teaching, gradual release of instructional responsibility and leading instruction</u>
<u>3. Instructional Setting</u>	<u>§228.67(a)-(c)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of instructional setting selection process</u>
<u>4. Cooperating Teacher</u>	<u>§228.91(a-b), (d-f)</u> <u>§228.93(a-b)</u>	<ul style="list-style-type: none"> • <u>Cooperating teacher profile or job description</u> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of cooperating teacher criteria, selection process, and training</u> ○ <u>Evidence of collaborative selection of all mentoring educators that include representatives from EPP and the campus or district</u> • <u>Evidence that cooperating teachers meet training requirements related to <i>Texas Mentorship Training</i></u> • <u>Cooperating and intern mentor teacher support and monitoring artifacts: example check in, example of observation of cooperating/intern mentor teacher or debrief notes</u>
<u>5. Governance</u>	<u>§228.25(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Shared governance practices</u> • <u>Sample governance meeting agenda</u> • <u>Sample governance meeting minutes</u> • <u>Current Memorandums of Understanding (MOUs) from partner districts</u>
<u>6. Recruitment and Admissions</u>	<u>§227.10(a)(9) and §228.25(e)</u>	<ul style="list-style-type: none"> • <u>EPP Handbook</u> <ul style="list-style-type: none"> ○ <u>Description of screening process with multiple measures</u> • <u>Evidence of recruitment practices aligned to partners' needs</u>

Figure: 22 TAC §885.1(b)

<u>Fees</u>	<u>Total Fee</u>	<u>Base</u>	<u>Texas.gov</u>	<u>OPP</u>	<u>eStrategy</u>
<u>APPLICATION FEES</u>					
<u>Social Workers</u>					
LBSW or LMSW Application	\$ 109.00	\$ 100.00	\$ 4.00	\$ 5.00	
LCSW Application (LMSW-AP applications no longer accepted)	\$ 120.00	\$ 111.00	\$ 4.00	\$ 5.00	
Upgrade from LBSW to LMSW	\$ 24.00	\$ 20.00	\$ 4.00		
Upgrade from LMSW to LCSW	\$ 24.00	\$ 20.00	\$ 4.00		
Independent Practice Recognition	\$ 20.00	\$ 20.00			
Supervisor Status Application	\$ 54.00	\$ 50.00	\$ 4.00		
Temporary License Application	\$ 30.00	\$ 30.00			
<u>Marriage and Family Therapists</u>					
Initial LMFT Associate Application	\$ 159.00	\$ 150.00	\$ 4.00	\$ 5.00	
Upgrade from LMFT Associate to LMFT	\$ 90.00	\$ 86.00	\$ 4.00		
Initial LMFT Application	\$ 161.00	\$ 150.00	\$ 6.00	\$ 5.00	
Supervisor Status Application	\$ 54.00	\$ 50.00	\$ 4.00		
Temporary License Application	\$ 103.00	\$ 100.00	\$ 3.00		
<u>Professional Counselors</u>					
LPC Associate/LPC/Provisional License Application	\$ 165.00	\$ 154.00	\$ 6.00	\$ 5.00	
Supervisor Status Application	\$ 54.00	\$ 50.00	\$ 4.00		
Art Therapy Designation	\$ 20.00	\$ 20.00			
<u>Psychologists/Psychological Associates/School Psychologist</u>					
LPA Application	\$ 144.00	\$ 135.00	\$ 4.00	\$ 5.00	
LP Application (including reciprocity applications)	\$ 425.00	\$ 410.00	\$ 10.00	\$ 5.00	
School Psychologist Application	\$ 252.00	\$ 239.00	\$ 8.00	\$ 5.00	
Temporary License Application	\$ 103.00	\$ 100.00	\$ 3.00		
<u>RENEWAL FEES</u>					

MISCELLANEOUS FEES					
Duplicate Renewal Permit	\$ 10.00	\$ 8.00	\$ 2.00		
Written State to State Verification of Licensure	\$ 50.00	\$ 48.00	\$ 2.00		
Returned Check Fee	\$ 25.00				
Criminal History Evaluation	\$ 150.00	\$ 150.00			
Reinstatement of License	\$ 510.00	\$ 500.00	\$ 10.00		
Request for Inactive Status	\$ 106.00	\$ 100.00	\$ 4.00	\$ 2.00	
Inactive Status Renewal (biennial)	\$ 106.00	\$ 100.00	\$ 4.00	\$ 2.00	
Update Doctoral Degree on License	\$ 54.00	\$ 50.00	\$ 4.00		
Request 11x14 Wall License	\$ 50.00	\$ 48.00	\$ 2.00		
Request to Reactivate License from Inactive Status	equal to current renewal fee				
Late fee for license expired 90 days or less	equal to 1.5 times base renewal fee (plus applicable Texas.gov and OPP fees)				
Late fee for license expired more than 90 days, but less than one year	Equal to 2 times the base renewal fee (plus applicable Texas.gov and OPP fees)				