Application for Delay of Teacher Certification
Tyler Independent School District
Superintendent: Dr. Marty Crawford

Superintendent Attestation:

I hereby certify that this proposal incorporates all state-mandated requirements, including the Tyler ISD Transition Plan, designated Educator Program Partners, and comprehensive Uncertified Staffing Trends analysis.

DR. MARTY CRAWFORD, Superintendent

FEB 10, 2026

Date

Current Core/Foundational Uncertified Educators

Below are the core/foundational *(ELAR, Math, Science, and Social Studies only)* uncertified educators' assignments for the 2025-2026 school year:

Grade Level	Number of Uncertified Educators per Assignment
Kindergarten	12 Self-Contained
1st Grade	4 Self-Contained, 2 ELAR & Social Studies, 2 Math & Science
2nd Grade	2 Self-Contained, 1 ELAR, 2 Math, 1 Social Studies, 1 Science & ELAR, 1 Social Studies, 2 Social Studies & Science, 1 ELAR & Social Studies
3rd Grade	2 Math, 3 Math & Science, 3 ELAR & Social Studies, 5 Social Studies & Science
4th Grade	4 Math, 1 Math & Science, 1 ELAR & Social Studies, 6 Social Studies & Science
5th Grade	1 Math & Science, 2 Social Studies, 1 Math, 1 Science, 1 Math & Social Studies, 2 ELAR, 1 Social Studies & ELAR
6th Grade	1 ELAR & Social Studies, 4 Social Studies, 2 Science, 5 Math, 3 ELAR
7th Grade	3 Math, 5 Social Studies, 4 Science, 1 ELAR
8th Grade	1 ELAR, 1 Social Studies
9th – 12th Grades	14 Math
9th – 12th Grades	6 ELAR
9th – 12th Grades	17 Social Studies
9th – 12th Grades	10 Science

Total number of core/foundational uncertified educators: 140

Hiring Trends of NEW Uncertified Educators per year for the past 3 years. (*This includes only new hires for each year and excludes previously hired uncertified educators.*)

School Year	New Core/Foundation	New Non-Core/Foundation	Total Uncertified Hires
2023-2024	31	30	61
2024-2025	58	28	86
2025-2026	39	20	59
3-Year Average	42.7	26	59.7

Over the last three years, Tyler ISD has maintained an average annual recruitment of 60 core/foundational uncertified educators, within K-12 core/foundational curriculum assignments. To further elevate our instructional standards, Tyler ISD is actively working to minimize the intake of uncertified core/foundational personnel. This objective is being met through enhanced recruitment strategies, the implementation of rigorous certification timelines, and comprehensive institutional support for staff pursuing professional licensure.

Educator Preparation Programs (EPP) Partners

Tyler ISD maintains strategic partnerships with several Educator Preparation Programs (EPPs), including, but not limited to, UT Tyler, East Texas A&M at Commerce, Grand Canyon University, Region 7, iteach TEXAS, 240 Prep Academy, and Texas Teachers (Teachers of Tomorrow). These partners provide essential enrollment management, clinical supervision, coursework, and exam preparation. Our recent fall data indicates a strong engagement with these resources: 31% of uncertified core/foundational educators registered for 240 Prep Academy sessions, with 77% of those registered successfully attending at least one preparatory session.

Breakdown of 240 Prep Academy Preparation for Test Sessions

Content	Registered	Attended
PPR	47	35
Social Studies	28	21
Fine Arts/Health/PE	22	12
Math	30	21
Science	29	21
ELAR	34	21
STR	37	26

Transition Plan

School Year	Core/Foundational Uncertified (Target)	Key Actions
2025-2026	140 (Baseline)	• **Strategic Partnerships:** Sustain active Educator Preparation Program (EPP) partnerships and facilitate comprehensive 240 Prep Academy test preparation sessions throughout the fall semester. • **Administrative Oversight:** Monthly progress reviews between Campus Administration and uncertified core/foundational educators to ensure consistent advancement toward certification milestones. • **Human Resources Monitoring:** Centralize the tracking of enrollment data and program compliance for all uncertified educators within core and foundational disciplines. • **Onboarding & Mentorship:** Require all new hires to complete the New Teacher Academy and undergo guided mentorship through the Campus Teacher Mentor program. • **Human Capital Acquisition:** Prioritize the recruitment of certified personnel and implement strategic limits on core/foundational uncertified new hires for the 2026–2027 school year.

2026-2027	105	• **Strategic Partnerships:** Sustain active Educator Preparation Program (EPP) partnerships and facilitate comprehensive 240 Prep Academy test preparation sessions throughout the fall semester. • **Administrative Oversight:** Monthly progress reviews between Campus Administration and uncertified core/foundational educators to ensure consistent advancement toward certification milestones. • **Human Resources Monitoring:** Centralize the tracking of enrollment data and program compliance for all uncertified educators within core and foundational disciplines. • **Onboarding & Mentorship:** Require all new hires to complete the New Teacher Academy and undergo guided mentorship through the Campus Teacher Mentor program. • **Human Capital Acquisition:** Prioritize the recruitment of certified personnel and implement strategic limits on core/foundational uncertified new hires for the 2027–2028 school year.
2027-2028	70	• **Strategic Partnerships:** Sustain active Educator Preparation Program (EPP) partnerships. • **Administrative Oversight:** Monthly progress reviews between Campus Administration and uncertified core/foundational educators to ensure consistent advancement toward certification milestones. • **Human Resources Monitoring:** Centralize the tracking of enrollment data and program compliance for all uncertified educators within core and foundational disciplines. • **Onboarding & Mentorship:** Require all new hires to complete the New Teacher Academy and undergo guided mentorship through the Campus Teacher Mentor program. • **Human Capital Acquisition:** Prioritize the recruitment of certified personnel and implement strategic limits on core/foundational uncertified new hires for the 2028–2029 school year.
2028-2029	35	• **Strategic Partnerships:** Sustain active Educator Preparation Program (EPP) partnerships. • **Administrative Oversight:** Monthly progress reviews between Campus Administration and uncertified core/foundational educators to ensure consistent advancement toward certification milestones. • **Human Resources Monitoring:** Centralize the tracking of enrollment data and program compliance for all uncertified educators within core and foundational disciplines. Finalize certification for remaining core/foundational uncertified educators

		• **Onboarding & Mentorship:** Require all new hires to complete the New Teacher Academy and undergo guided mentorship through the Campus Teacher Mentor program. • **Human Capital Acquisition:** Prioritize the recruitment of certified personnel and implement no core/foundational uncertified new hires for the 2029–2030 school year.
2029-2030	0 (Full Compliance)	• All core/foundational teachers will be certified.

Tyler ISD is committed to a phased reduction of uncertified core/foundational educators, with the objective of achieving 100% certification compliance by the 2029-2030 academic year. In a coordinated effort, District Leadership, Human Resources, and Campus Administration will conduct oversight of enrollment, examination progress, and credentialing status. Furthermore, the Curriculum and Instruction Department will facilitate comprehensive professional development through the New Teacher Academy, on-site coaching, and the management of Campus Mentors.

Tyler ISD will ensure accountability, continued employment extensions will be contingent upon meeting specific performance and certification benchmarks. (Chart located on page 5)

Eligibility for Employment Extension Plan for Core/Foundational Uncertified Teachers

Grade Level and Content Area	School Year	Criteria Employment Extension	Extension School Year
K-5 Reading and Math Assignments	2025-2026	• **EPP Compliance:** Completed all required Educator Preparation Program coursework. • **Certification:** Successfully attempted one or more state certification examinations. • **Professional Reliability:** Maintained high attendance standards. • **Data-Driven Results:** Met Acceptable Middle of the Year Student Growth goals. • **Instructional Excellence:** Averaged 2.5 on T-TESS Domains 2 and 3 during formal observation.	2026-2027
K-12 Core/Foundational Assignments	2026-2027	• **EPP Compliance:** Completed all required Educator Preparation Program coursework. • **Certification:** Successfully attempted one or more state certification examinations. • **Professional Reliability: Professional Reliability:** Maintained high attendance standards. • **Data-Driven Results:** Met Acceptable Middle of the Year Student Growth goals.	2027-2028

		• **Instructional Excellence:** Averaged 2.5 on T-TESS Domains 2 and 3 during formal observation.	
K-12 Core/Foundational Assignments	2027-2028	• **EPP Compliance:** Completed all required Educator Preparation Program coursework. • **Certification:** Successfully attempted one or more state certification examinations. • **Professional Reliability:** Maintained high attendance standards. • **Data-Driven Results:** Met Acceptable Middle of the Year Student Growth goals. • **Instructional Excellence:** Averaged 2.5 on T-TESS Domains 2 and 3 during formal observation.	2028-2029
K-12 Core/Foundational Assignments	2028-2029	• **EPP Compliance:** Completed all required Educator Preparation Program coursework. • **Certification:** Successfully attempted one or more state certification examinations. • **Professional Reliability:** Maintained high attendance standards. • **Data-Driven Results:** Met Acceptable Middle of the Year Student Growth goals. • **Instructional Excellence:** Averaged 2.5 on T-TESS Domains 2 and 3 during formal observation.	2029-2030