

Orangefield ISD Policy Regarding Uncertified Teachers HB 2, 2025

Effective School Year: 2025-2026

Approved by the Board of Trustees: December 15, 2025

Date of Submission to the Commissioner of Education: December 17, 2025

I. Purpose and Legal Basis

In accordance with **Texas House Bill 2 (2025)** and guidance issued by the **Texas Education Agency (TEA)**, this policy establishes the district's procedures for addressing and reducing the number of uncertified individuals assigned to teach **foundation curriculum courses** during the 2025-2026 school year.

The policy ensures that all required elements are publicly approved by the Board of Trustees and made accessible through the district website prior to submission to the Commissioner of Education.

II. Definitions

- **Uncertified Individual** – A teacher of record who does not currently hold an active Texas educator certificate, permit, or waiver authorizing assignment to a foundation curriculum course.
 - **Foundation Curriculum Courses** – Core subject areas defined under **Texas Education Code §28.002(a)(1)**: English-Language Arts, Mathematics, Science, and Social Studies.
 - **EPP (Educator Preparation Program)** – A TEA-approved entity that provides coursework and field-based experiences leading to educator certification.
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III. Current Status of Uncertified Teachers

As of October 31, 2025, the district employs the following number of uncertified individuals assigned to teach foundation curriculum courses:

Total Number: 10

A detailed roster of uncertified teachers, including name, campus, course assignment, hire date, and certification status, is maintained by the Human Resources Department and attached as **Appendix A**.

IV. Certification Support and EPP Partnership

To promote full certification for all instructional staff, the district will collaborate with any TEA-approved Educator Preparation Program (EPP) in which an employee is enrolled to support the employee's progress toward full certification.

Primary EPP Partner: Region 5 Education Service Center

EPP Contact Person: Cindy Moss **Phone:** 409 951-1854

Planned EPP Supports:

- Enrollment assistance for uncertified teachers within 30 days of hire.
 - Mentoring and support aligned with certification pathways.
 - Regular progress monitoring shared with district HR and principals.
 - Data tracking for certification completion and retention rates.
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V. District Responsibilities to Reduce Percentage of Uncertified Teachers

1. Monitoring and Reporting:

The Human Resources Department will maintain a current list of uncertified teachers and report progress toward certification each semester.

2. Mentoring and Professional Support:

Each uncertified teacher will be assigned a certified mentor teacher in the same or closely related subject area.

3. Professional Development:

The district will provide targeted professional learning opportunities focusing on instructional best practices, classroom management, and content pedagogy.

4. Recruitment Efforts

The district remains committed to reducing the percentage of uncertified teachers by prioritizing certified applicants whenever qualified candidates are available. We will also continue attending job fairs at local universities to help attract certified applicants.

5. Progress Goals:

- By **January 26, 2026** — All uncertified teachers enrolled in an approved EPP.
 - By **May 25, 2026** — At least 50% of current teachers have completed required pedagogy coursework or certification test(s).
 - By **August 1, 2026** — At least 80% of current teachers have completed required pedagogy coursework or certification test(s).
 - **Ongoing** progress monitoring of currently uncertified teachers as well as the status of any new teachers lacking required certification.
 - By the **2029–2030** school year, all current OISD teachers and any newly hired teachers will have completed the required certification process.
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VI. Board Approval and Public Posting

The **Board of Trustees** approved submission of this plan to the **Commissioner of Education** on **[insert date]** during a duly posted public meeting.

- **Agenda Posting URL:** <https://meetings.boardbook.org/Public/Agenda/2091?meeting=721054>
- **Board-Approved Plan URL:** <https://bit.ly/HB2Extension1>

Both documents will remain publicly accessible on the district website in compliance with TEA requirements.

A copy of the official board minutes or resolution approving this plan is attached as **Appendix B**.

VII. Implementation Timeline

Date	Action Step	Responsible Party
December 2025	Board approval of HB 2 plan	Superintendent & Board of Trustees
December 2025	Submission to TEA	Curriculum Directors
Spring 2026	Ensuring uncertified teachers are progressing in their EPP	Principals
May 2026	Progress report to Board	Superintendent
August 2026	Update certification status of all new hires and teachers still needing to complete their certification	Superintendent

VIII. Accountability and Review

This policy and plan shall be reviewed annually by the Superintendent or designee. The Board of Trustees will receive progress updates each semester, including the number of uncertified teachers remaining, certification completions, and any revisions to EPP partnerships.

IX. References

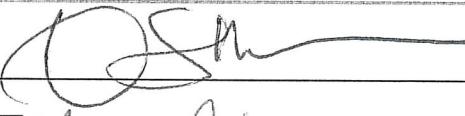
- **Texas House Bill 2 (89th Legislature, 2025)**
- **Texas Education Code §21.003, §21.057, §28.002(a)(1)**
- **TEA Guidance: Delay of Teacher Certification Requirements (2025-2026)**
- **TAC §230.501 et seq. – Educator Preparation and Certification**

Appendices

Appendix A: List of uncertified teachers assigned to foundation curriculum courses

Appendix B: Board resolution approving plan

Appendix C: Professional development and mentoring plan

Superintendent Signature: 
Date: 12/15/25

Board President Signature: 
Date: 12/15/25

Appendix A: Uncertified Teachers in Foundation Courses

<u>2025-2026</u>	<u>Subject and Grade</u>	<u>Expected Completion</u>
Daryl Broussard	Algebra 1 (9)	05-31-2026
Mikaela Coleman	All Subjects (K)	05-31-2026
Taylor Hayes	Science (9-12)	05-31-2026
Kameron Humble	Science (7)	05-31-2026
Heather LeTulle	All Subjects (K)	05-31-2026
Tiffany McFatter	IPC (9)	05-31-2026
Emmi Michael	All Subjects (1)	05-31-2026
Kaylee Noble	Math (5)	05-31-2026
Levi Shores	Social Studies (6)	05-31-2026
Carol Worthy	Math Models (11-12)	05-31-2026

Appendix B: Board Resolution or Minutes

COUNTY OF ORANGE

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STATE OF TEXAS

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**Resolution of the Board of Trustees of Orangefield ISD
Regarding Delay of Teacher Certification Requirements and
Filing of Waiver with the Commissioner of Education**

WHEREAS, the Texas Education Agency (“TEA”) correspondence dated October 16, 2025 titled “HB 2 Implementation: New Teacher Certification Requirements Update” outlines new requirements under House Bill 2 (89th Legislature) for teacher certification and foundational curriculum course assignments for Texas public school districts; and

WHEREAS, the correspondence sets forth a process by which a school district may request a delay of the implementation of teacher-certification requirements for foundational curriculum courses until the beginning of the 2029-2030 school year, subject to TEA application review and approval by the Commissioner of Education; and

WHEREAS, the Board of Trustees of Orangefield Independent School District (“Board”) finds that to ensure continuity of instruction, support classroom staffing, and maintain high-quality educational services for students, it is in the best interest of the District to pursue the deal as permitted by HB 2 and TEA guidance; and

WHEREAS, the Board has reviewed and discussed a comprehensive proposed plan (the “Plan”) that includes the following components:

1. Identification of uncertified teacher assignments for foundational curriculum courses during the 2025-2026 school year, including grade levels and certification areas most impacted;
2. Strategies to reduce the overall percentage of uncertified teachers each academic year between 2025-2026 and 2029-2030, including targeted recruitment efforts, retention incentives, and use of long-term staffing projections;
3. Support structures for current uncertified teacher to pursue and complete certification requirements, including mentoring, professional-development assistance, test-prep supports, release time for required training, and financial or fee-assistance options where available;
4. Formal partnership with an educator preparation program (EPP), identified as Region V, to facilitate certification pathways, instructional coaching, testing and coursework support, and monitoring of teacher progress towards certification;
5. A recruitment strategy focused on certified teachers, including proactive hiring timelines, job-posting outreach, university pipeline connections, and partnerships with teachworthy and other external recruiting channels;
6. Annual progress monitoring to review certification completion, staffing trends, and compliance efforts, with updates provided to the board at least annually – or more often as needed – regarding the district’s progress under the plan;

7. A timeline ensuring full compliance with TEC §21.003 and §21.0032, with zero uncertified teachers assigned to foundational curriculum courses by the beginning of the 2029-2030 school year;
8. Posting of the Board-approved plan on the District's website in a publicly accessible location, as required by TEA procedure and for parents and community transparency.

Now, therefore, be it resolved by the Board of Trustees of Orangefield Independent School District, that:

1. The Board hereby approves and adopts the Plan for reducing uncertified teacher assignments and achieving full compliance with HB 2 teacher-certification requirements no later than the beginning of the 2029-2030 academic year.
2. The Board authorizes the filing of the application for delay of teacher-certification requirements pursuant to the guidance issued by TEA on October 16, 2025, including all required documentation and assurances.
3. The Board authorizes the Superintendent (or designee) to submit the waiver application and all supporting materials to the Commissioner of Education, including current counts of uncertified teachers, confirmation of partnership with Region V as the District's EPP, the Board-approval date, and links to the posted Plan and board agenda.
4. The Board directs that the Plan be posted in an easily accessible location on the District website, and that annual progress updates be provided to the Board, with revisions to the Plan brought forward if conditions or staffing needs change.

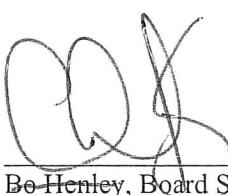
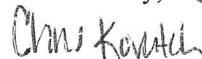
This resolution is effective immediately and remains in force until full compliance is achieved or unless amended or rescinded by action of the Board.

PASSED AND ADOPTED this 15 day of December, 2025, by the Board of Trustees of Orangefield Independent School District.

By:


Laura Clark, Board President

By:

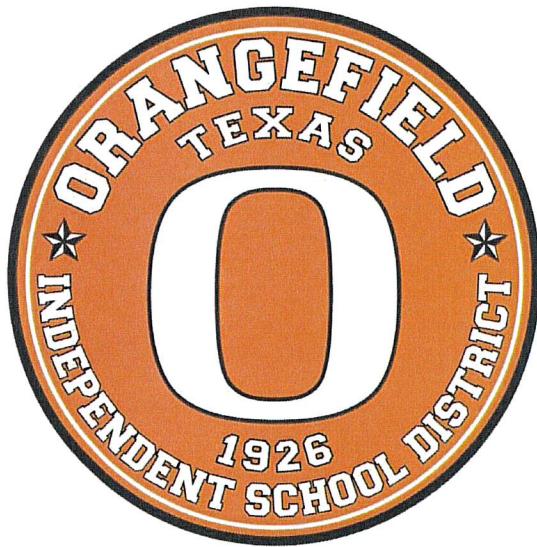

Bo Henley, Board Secretary


Appendix C: Orangefield ISD Mentoring Program

Orangefield Independent School District

OISD Mentoring Program

2025-2026



We Believe!

2025-26 Orangefield ISD New Teacher Induction Meetings

Tentative Meeting Schedule:

OISD's New Teacher Induction meeting dates are structured by campus for the 2025-26 school year. Please record the scheduled meetings in your calendar and plan accordingly. In an effort to preserve instructional time, the majority of meetings will be scheduled as lunch-and-learns, during conference periods, or on curriculum planning days. However, there may be instances when after school meetings are unavoidable.

If an unforeseeable event occurs and you are unable to attend a meeting, notify the following:

- Mentees
 - Julie Fuller, Brian Richardson, or Rea Wrinkle
 - Zach Quinn 409-735-3330, zquinn@orangefieldisd.net
 - Corey Sheppard 409-735-3330, csheppard@orangefieldisd.net
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- New Teacher Orientation, August 1
 - September 19, 2025 (check-in)
 - November 7, 2025
 - January 5, 2026
 - February 13, 2026
 - Week of April 6, 2026 (check-in)
 - May 22, 2026 (check-in)

**New teacher training through Region V may be assigned to first-year teachers.*

MISSION STATEMENT

The intent of the Teacher Mentor Program is to assist new teachers as they acquire the knowledge, skills, and values appropriate as educators. The Mentor Program is focused directly on enhancing professional practice and improving student learning among our newest colleagues. Through participation, the veteran educator has the opportunity to act as a mentor in order to support and guide new teachers' development while at the same time inspiring excellence in our profession. By becoming a mentor and sharing their expertise with others, veteran teachers can actively participate in teacher leadership and a professional learning community without leaving their classroom.

PROGRAM OVERVIEW

Orangefield Independent School District's Mentoring Program includes 'new teachers' that are recently certified with two or less years of teaching experience OR a teacher who is in his/her first year in a classroom setting.

Orientation

The Mentor Program assists new teachers (mentees) in learning about the district by attending an orientation program. Time will be provided for the teachers to meet with building principals, Special Programs, Technology, and Curriculum and Instruction staff.

New Teacher/Mentor Meetings

Each mentor and new teacher will attend an initial session at the beginning of the school year. Additionally, the new teacher will be required to meet a minimum of two times per six weeks with the mentor teacher. Both the mentor and mentee will meet separately with the Director of Curriculum and Instruction.

Mentoring Program

All educators new to the district will be assigned a mentor for the first year of employment with the district. Teachers who are new to the teaching profession, with less than two years of teaching experience, will be required to participate an additional year in the Mentoring Program. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

Additional opportunities for professional development may be provided by the district. Educators new to Orangefield ISD are expected to attend. A stipend will be paid to mentors of new teachers in their **first** year of teaching experience.

ROLE OF THE MENTOR

A mentor is a teacher with at least ***five** years of teaching experience, and must qualify as a mentor in the Orangefield Independent School District. (*Waived only for unique circumstances.)

QUALIFICATIONS

Teachers can request participation in the program by meeting these criteria:

- Mentor applicants must have a minimum of 5 years teaching experience and at least 2 consecutive years with Orangefield ISD.
- Mentor must be in a teaching position relative to the new teacher.
- Excellence in teaching.
- Effectiveness in working with others.
- Sensitivity to the viewpoints of others.
- Demonstrated the sharing of ideas and materials willingly.
- Willingness to be an active and open learner.
- Good communication skills and effective interpersonal skills.
- Expertise about the art and science of teaching.
- Able to effectively problem solve.
- Have a genuine interest in the task of mentoring.

MENTOR RESPONSIBILITIES

- Meets the qualifications of an OISD mentor prior to being assigned to a new teacher.
- Attends new teacher/mentor planning day(s).
- Has at least two meetings per six weeks with a new teacher.
- Has one meeting per semester with the campus principal and/or Director of Curriculum and Instruction.
- Observe new teachers instructing and provide feedback at least once per semester.
- Conferences with new teacher's progress on new teacher training.
- Provides feedback to campus principal and Director of Curriculum and Instruction.

TERMS FOR THE MENTOR CONTRACT

1. Not all mentor/new teacher relationships will work for a wide variety of reasons. Consult with the principal when challenges arise and intervention is needed.
2. Recognize that the mentor role is one of support and encouragement and is not a supervisory role.

ROLE OF THE BUILDING PRINCIPAL

- Assigns new teachers an eligible mentor teacher.
- Facilitates new teacher and mentor initial meeting.
- Facilitates teacher schedules to allow for required observations.
- Meets at least once a semester with new teachers and mentor teachers to provide feedback.
- Coordinates with the Director(s) of Curriculum and Instruction regarding new teacher and mentor teacher assignment and needs.

ROLE OF THE DIRECTORS OF CURRICULUM AND INSTRUCTION

- Conducts new teacher and mentor trainings.
- Conducts one meeting per semester with new teachers and mentor teachers.
- Coordinates with the principal regarding new and mentor teacher assignments and needs.
- Facilitates monthly or 6-week meetings with new teachers, depending upon the calendar and other district training opportunities.

ROLE OF THE NEW TEACHER

- Completes the New Teacher Induction training course.
- Attends new teacher and mentor planning day(s).
- Participates in observations of peer teachers – at least once per semester.
- Participates in at least two meetings per six weeks with a mentor.
- Attends New Teacher Induction meetings.
- Completes periodic reports to campus principal and/or Director of Curriculum and Instruction.
- Work cooperatively with the mentor teacher.

- Be an active and open learner.
 - Be willing to listen to advice and constructive criticism given from mentor and veteran teachers.
 - Be sensitive to the viewpoints of others.
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Orangefield ISD Mentor Activity Timeline

Fill in the dates as you complete the mentor/mentee activities listed below. Periodically, this information may be checked, so please try to keep it up-to-date. This form will be turned in at the end of the school year. Completion of the activities and form are a requirement as a mentor.

<i>Activity</i>	<i>Date</i>
1 st Six Weeks Meeting #1	_____
1 st Six Weeks Meeting #2	_____
2 nd Six Weeks Meeting #1	_____
2 nd Six Weeks Meeting #2	_____
3 rd Six Weeks Meeting #1	_____
3 rd Six Weeks Meeting #2	_____
1 st Semester Observation by Mentor	_____
1 st Semester Observation by Mentee	_____
4 th Six Weeks Meeting #1	_____
4 th Six Weeks Meeting #2	_____
5 th Six Weeks Meeting #1	_____
5 th Six Weeks Meeting #2	_____
6 th Six Weeks Meeting #1	_____
6 th Six Weeks Meeting #2	_____
2 nd Semester Observation by Mentor	_____
2 nd Semester Observation by Mentee	_____

I have completed the above activities as dated:

Mentor Signature

Date

Mentee Signature

Date

**Please return this completed form to the Curriculum Department by the last day of school.*

Orangefield ISD Mentor Checklist

During Professional Development Prior to School Opening: *SUGGESTED topics*

Initial meeting with mentee – Discuss discipline management procedures, lesson plan and grade book questions in Eduphoria and TxEIS, semester planning, supplies, building procedures, and other items and concerns relevant to new teachers at the start of the school year.

1st SIX WEEKS:

Meet with the mentee to discuss any concerns. Discuss student and parent communications (papers/comments/letters home, etc.). Review and clarify important parts of the OISD Employee Handbook and campus expectations.

Discuss the required ‘positive first contact call’ for all students and guide an initial conversation.

Discuss special needs of students and services for them (special education, counseling, modifications, G/T, etc.). Set observation dates for both mentor observing mentee and mentee observing another teacher.

Discuss progress reports, tutorials and other pertinent campus programs. Review effectiveness of discipline management systems.

Meet with mentee to discuss parent conferences and six-week reporting procedures. Discuss TEKS and STAAR strategies as applicable to your grade.

If classroom observations have been completed, discuss ideas/procedures, procedures and strategies observed. Discuss progress of students and any concerns. *Remember student confidentiality and refer to students in general and not by name.

Review the first six weeks. Encourage mentee to set one goal for the next six weeks relating to specific areas of need or interest.

Complete the first six weeks form.

2nd SIX WEEKS:

Discuss events and concerns of the preceding six weeks. Set a second six-weeks meeting.

Discuss any T-TESS questions the mentee may have.

Review special programs and documentation. Review grade reports and parent conferencing.

Discuss any observations (if made). Set goal(s) for the 3rd six weeks.

Review student progress. Complete second six weeks form.

3rd SIX WEEKS:

Review important policies in district and campus handbooks regarding student dress, attendance, grading, etc. (These policies will be easier to understand and make more sense now that some time has elapsed since first being exposed to them.)

Review parent and student communications.

Evaluate conferences and how their effectiveness might be improved.

Discuss holiday procedures, what to and not to do, and end of six weeks procedures.

Discuss semester exams, semester grade reporting, and any end of semester procedures.

Review needs for the second semester.

Evaluate the first semester and set goals for the second semester. Review curriculum goals for the second semester and TEKS/STAAR strategies.

Review progress of students for the first semester and set goals as needed to help individual students.

Complete third six weeks form.

4th SIX WEEKS:

Review STAAR strategies and curriculum alignment prior to the assessment.

Review T-TESS and set a second semester observation by mentor.

Review second semester goals and progress.

Discuss classroom observation (if made).

Complete fourth six weeks form.

5th SIX WEEKS:

Discuss intervention strategies for struggling students and progress of all students.

Discuss district/campus procedures during STAAR testing and answer any STAAR or testing questions (if applicable).

Review second semester goals.

Complete fifth six weeks form.

6th SIX WEEKS:

Discuss year-end special activities and teacher responsibilities so mentee can be prepared for them as they come up.

Discuss student progress.

Discuss meaningful year-end activities to do with students, such as making a class scrapbook, having an academic field day to review curriculum in a fun way, and doing culminating projects – such as writing original books or making presentations related to the curriculum.

Review year-end close out responsibilities for teachers, evaluate the year together, and set goals for the following year.

Complete the Mentor Program Evaluation and submit to the Curriculum Department.

Orangefield ISD Mentor Program – Initial Meeting Form

We, _____ and _____

Mentor Name

Mentee Name

Verify that we have completed one or more hours meeting together prior to the first day of school. We have covered the following information:

Building procedures and policies _____

Discipline management procedures _____

First day/week of school _____

Gradebook and grading procedures _____

Homework policy _____

Lesson plans _____

Schedules _____

Semester planning _____

Supplies _____

Other (please list other key items discussed):

We have scheduled our regular meeting day and time to be: _____

Mentor Signature

Mentee Signature

Please keep all forms in your files to be turned in at a later date.

Orangefield ISD Mentor/Mentee Report – Six Weeks

Mentor Name: _____

Mentee Name: _____

Campus: _____

This report should show any meetings of 30 minutes or more that you spent, one-on-one, with your mentee. You may meet for a shorter period of time if assigned a mentee with two or more years of prior teaching experience. Be sure that your mentee sets a goal for the next six weeks.

Date: _____ Amount of Time Spent: _____

Teacher Observed: _____ Grade: _____ Topics Covered: _____

Ex. instructional strategies, classroom management, organization, etc.

Meeting 1

Meeting 2

One goal set by mentee for next six weeks:

Comments/Concerns/Suggestions/Questions (use back if needed)

Orangefield ISD Mentor Program

(To Be Completed By Mentee)

Please complete and return this form unsigned to the Curriculum Department by the end of the first semester. The purpose of this evaluation is not to evaluate you, but to learn how we can improve our mentor program.

1. Have you established a good working relationship with your mentor? YES

NO

2. Has it been helpful to have a mentor? YES

NO

3. Are there situations where your mentor has been unable to help you? YES

NO

4. Do you feel the classroom observations have been helpful? YES

NO

5. Has your building/district administration been supportive of you? YES

NO

6. Does your mentor always have time for you? YES

NO

7. Do you have any suggestions for improvement in our mentor program?

YES NO

8. Do you have any topics you would like addressed at our January mentor meeting that would help our mentors?

Please use the space below to elaborate on your above answers and to list other comments or concerns. Use the back if you need more room for your answers.

Orangefield ISD Mentor Program Evaluations – 2nd Semester

(To Be Used By Mentors, Mentees, and Principals)

Please complete and return this form unsigned to the Curriculum Department by the end of the second semester. We appreciate your input in helping us improve our mentor program.

POSITION:

Principal

Mentor

Mentee

1. Do you feel the Orangefield ISD Mentor Program has been beneficial overall to you and your school? Please give specific examples of how the program was or was not helpful to you.
2. List any areas of concern that you have with the Mentor Program.
3. Please make any comments or suggestions that you feel would improve the Mentor Program for next year.