



Coupland ISD

Teacher Certification District Compliance Plan

Application

Pursuant to Tex. Educ. Code § 21.0032(a-1), Coupland ISD (CISD) respectfully requests approval to delay the full implementation of certification requirements for teachers of record in foundation curriculum courses until the beginning of the 2029-2030 school year.

Superintendent	Board President	Contact for Application
Name: Dr. Earl W. Parcell Email: eparcell@couplandisd.org Phone: 512-856-2422	Name: Crystal Ward Email: cward@couplandisd.org Phone: 512-856-2422	Name & Title: Dr. Earl W. Parcell, Superintendent Email: eparcell@couplandisd.org Phone: 512-856-2422

Summary of Current Status of Uncertified Teaching Assignments

Number of currently assigned teachers of record in foundation curriculum courses without an appropriate certificate or permit		Total 2
		90.4%

Reading/ELA

PK 2 of 2	K 2 of 2	1 st 2 of 2	2 nd 2 of 2	3 rd 2 of 2	4 th 2 of 2	5 th 2 of 2
6 th -8 th 0 of 1	Sped/Rsc 2 of 2	Sped/LS 1 of 1				Sub Total 17 of 18

Mathematics

PK 2 of 2	K 2 of 2	1 st 2 of 2	2 nd 2 of 2	3 rd 2 of 2	4 th 2 of 2	5 th 2 of 2
6 th -8 th 1 of 1	Sped/Rsc 2 of 2	Sped/LS 1 of 1				Sub Total 18 of 18

Science

<u>PK</u> 2 of 2	<u>K</u> 2 of 2	<u>1st</u> 2 of 2	<u>2nd</u> 2 of 2	<u>3rd</u> 2 of 2	<u>4th</u> 2 of 2	<u>5th</u> 2 of 2
<u>6th-8th</u> 1 of 1	<u>Sped/Rsc</u> 2 of 2	<u>Sped/LS</u> 1 of 1				<u>Sub Total</u> 18 of 18

Social Studies

<u>PK</u> 2 of 2	<u>K</u> 2 of 2	<u>1st</u> 2 of 2	<u>2nd</u> 2 of 2	<u>3rd</u> 2 of 2	<u>4th</u> 2 of 2	<u>5th</u> 2 of 2
<u>6th-8th</u> 0 of 1	<u>Sped/Rsc</u> 2 of 2	<u>Sped/LS</u> 1 of 1				<u>Sub Total</u> 17 of 18

Educator Preparation Program Partnerships

Name of EPP	Description of Partnership (How will the EPP support certification, training, mentorship etc.)
Teachworthy Alternative Certification Program	The program will provide comprehensive support to ensure candidate success and timely certification, including: • Development of individualized Certification Plans outlining required steps to program completion • Assignment of a dedicated Program Advisor with responsive candidate support (24–48 hour response commitment) • Clear communication of payment options • Instructional support through TEA-aligned curriculum, including performance-based assessments evaluated by expert educators

	• Access to live curriculum evaluators and multiple weekly office hours for instructional and programmatic support • A real-time candidate dashboard displaying academic status and progress toward certification • Face-to-face classroom management training through two days of Capturing Kids' Hearts professional development • Comprehensive test preparation support, including remediation plans when needed • Monthly status communications to candidates to promote progress and completion • Monthly reporting to the district, including candidate progress updates and database access • Ongoing instructional coaching, including a minimum of five formal and six informal classroom observations • Collaboration with campus leadership, mentors, and field supervisors to support effective instruction and classroom management • Transparent sharing of intern performance data and implementation of improvement plans as needed • Additional customized support and partnerships at the district's request
240 Certification	<u>EPP Responsibilities</u> • Require candidates to apply using their district email and verify eligibility with District HR for participation in the special program. • Enforce all 240 Certification admission requirements, including GPA thresholds, transcript evaluation, prior testing history review, and alignment of internship placement with certification and observation requirements. • Assign each enrolled candidate a dedicated Program Advisor as the primary point of contact throughout the program. • Provide the District with access to a secure district portal offering real-time candidate progress updates and monthly candidate status reports, in compliance with FERPA and applicable data privacy laws. • Establish and communicate program fee structures, payment schedules, payroll deduction options, and no-refund policies, including additional fees for extended or additional certification timelines.

240 Certification (Cont.)	• Assign each intern a TTESS- and Capturing Kids' Hearts-trained Field Supervisor to conduct observations, collaborate with campus leadership, and provide instructional coaching. • Include test preparation and tutoring services at no additional cost as part of program enrollment. • Collaborate with the District on additional support structures or partnerships as needed. <u>District Responsibilities</u> • Utilize 240 Certification referral materials and application links to ensure candidates receive district-affiliated pricing. • Confirm candidate eligibility and provide participation lists as requested. • Designate a district program contact to monitor candidate progress and provide support. • Assign qualified mentor teachers to candidates during the internship phase, as required by TEA. • Support candidates in meeting TEA testing, observation, and training requirements, including providing opportunities for observation and professional learning. • Provide a list of potential qualified supervisors (e.g., retired administrators or master teachers) to support internship supervision. • Promptly notify 240 Certification of any candidate violations of District policy or the Texas Educator Code of Ethics. <u>Candidate Responsibilities</u> • Apply to 240 Certification and submit official transcripts verifying degree conferral and GPA eligibility. • Meet and maintain all TEA and 240 Certification academic and testing requirements, including participation in remediation if needed. • Uphold academic integrity, including prohibiting the use of AI to complete coursework. • Make required monthly program payments in accordance with the agreed-upon fee structure and payroll deduction process. • Meet required certification and internship timelines, including deadlines for Statements of Eligibility, internship start dates, and standard certification completion.
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	• Acknowledge that failure to complete certification within established timelines may require transition to an additional certificate and incur additional program fees.
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****Additional EPP partnerships made with CISD throughout the duration of this Plan shall be deemed as and made part of this Plan.

Timeline & Strategic Plan for Transition to Compliance

Year	HB 2 Phases	Goals	Key Activities	Responsible Parties	Monitoring Metrics
2025-2026	Baseline and Initial Delay	Establish verified baseline of uncertified teachers in foundation courses Ensure 100% of uncertified teachers have individualized certification plans	Audit all foundation course assignments (DOI, GYO, SDTP) Require EPP enrollment or documented degree-completion plan for all uncertified teachers Develop individualized certification timelines	HR Department EPP Partners Campus Principals	% of uncertified foundation teachers EPP enrollment verification Exam registration evidence for eligible candidates
2026-2027	Accelerating & Hiring Controls	Reduce uncertified teachers in all foundational courses. Strengthen assignment and hiring controls Current DOI plans are still valid until expiration date and are still applicable to other areas (CTE).	Audit all foundation course assignments (DOI, GYO, SDTP) Require EPP enrollment or documented degree-completion plan for all uncertified teachers Develop individualized certification timelines Prioritize candidates eligible for near-term certification and TEA incentive funding	HR Department EPP Partners Campus Principals	% of uncertified foundation teachers EPP enrollment verification Degree credit checkpoints Exam registration evidence for eligible candidates

2027-2028 and 2028-2029	Near Compliance	Maintain <10% uncertified teachers in foundation courses Limit uncertified placements to candidates within one year of certification	Discontinue uncertified hiring in all foundation subjects (ELAR, Math, Science, Social Studies) unless no highly-qualified, certified candidates are available, then consider limited uncertified placements (as defined in previous column) Increase scrutiny of campus assignment decisions EPPs to ensure targeted exam preparation and testing support Conduct triannual certification audits	HR Department EPP Partners Campus Principals	% uncertified by campus and subject Exam completion timelines Audit compliance reports
2029 - 2030	Final Transition	Reduce uncertified foundation teachers to <5% (or no more than one). Complete certification for remaining candidates	Finalize certification exams and intern requirements Utilize reassignment, non-renewal, or non-foundation placement if benchmarks are missed Finalize certified staffing pipelines	HR Department Staffing Department Superintendent Board Oversight	Certification issuance confirmations Zero uncertified hires in foundation courses

- All uncertified assignments during the transition period will comply with TEC §21.055 requirements for School District Teaching Permits, including commissioner notification and eligibility tracking.
- No DOI or waiver flexibilities will be applied to Special Education, Bilingual/ESL, Pre-K, or other restricted areas pursuant to TEC §7.056.
- Individual certification plans and progress documentation will be maintained within the district.

Board Approval

Date of Board of Trustees approval of this plan	Link to board meeting agenda and posted approved plan on district website
2/12/2026	https://meetings.boardbook.org/Public/Organization/2708

Certification of Accuracy

I hereby certify that the information contained in this application is true and correct to the best of my knowledge.

Superintendent Signature: _____



Name: Dr. Earl W. Parcell

Title: Superintendent

Date: 2/12/2026

Board President Signature: _____



Name: Crystal Ward

Title: Board President

Date: 2/12/2026