

District Plan to Address Uncertified Teachers

I. Purpose: Sheldon Independent School District (Sheldon ISD) is committed to ensuring that all educators serving students are supported in achieving full state certification in a timely, compliant, and instructionally sound manner. During approved certification extension periods, Sheldon ISD implements a structured transition framework in partnership with iteach, a state-approved Educator Preparation Program (EPP), to move uncertified teachers toward standard certification while maintaining high-quality instruction and regulatory compliance.

Under this framework, Sheldon ISD verifies candidate eligibility, confirms active enrollment and progress within the EPP, and assigns campus-based clinical mentors to provide instructional guidance and feedback. Concurrently, iteach delivers required coursework, field supervision, and certification exam preparation aligned with Texas Education Agency (TEA) standards. Progress is jointly monitored through regular communication between district Human Resources, campus leadership, and EPP representatives.

Throughout the extension period, Sheldon ISD and iteach share responsibility for monitoring candidate performance, identifying risks to certification completion, and implementing timely interventions. Candidates who meet all program and state requirements are jointly recommended for certification. This coordinated approach ensures that certification extensions are purposeful, temporary, and focused on successful certification outcomes, while safeguarding instructional quality and compliance with TEA requirements.

II. Target Areas

1. Identify Uncertified Teacher
2. Verify Eligibility and Enrollment
3. Approve Extension and Notify Candidate
4. Assign Mentor and Field Supervisor
5. Monitor Progress and Observations
6. Intervene if Needed (Test Prep) 240 Tutoring
7. Recommend for Certification
8. Final Outcome Decision

III. Waiver / Extension Request

Sheldon ISD requests approval of certification extensions for educators actively enrolled in an approved EPP. The district provides structured mentorship, oversight, and monitoring to ensure timely certification while maintaining instructional quality.

IV. Timeline

Focus	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
% K-5 teachers certified	85%	90%	95%	100 %	100%
% all foundational subject teachers certified	80%	85%	90%	95%	100%

Task	Strategy	Timeline
Identify Educator Preparation Program (EPP) to partner with	Compliance with HB2	October 2025
Sign MOU with EPP	Alignment with approved EPP	January 2026
Receive Board of Trustees Approval of district plan	Compliance with HB2	January 2026
Verify Enrollment for all uncertified teachers	Uncertified teachers are supported by their EPP and district provided supports/structure for instruction.	Beginning 2025-2026 school year and each subsequent school year
Assignment of Mentors	Providing district/campus support system	Beginning 2025-2026 school year and each subsequent school year
Meet with uncertified teachers	Confirm EPP and supports for each candidate.	September of each school year
Milestone Reviews with uncertified teachers	Artifact review: mentor reports, EPP reports	Monthly
Identify uncertified teachers at risk of not meeting criteria	Intervention/Support Plans	Monthly
Review District Tracker for uncertified teachers	Review metrics - % passing content, % completion	Quarterly
Decrease percentage of uncertified teachers by 5% annually	Review metrics of uncertified teachers and hiring requirements	End of 2026-2027 End of 2027-2028 End of 2028-2029
Recruitment Planning	<ul style="list-style-type: none"> Development/Implementation of Registered Apprenticeship Program (RAP) for existing employees Focused university recruitment based on location/proximity of district Competitive Marketing Strategies – Compensation and Branding 	Fall & Spring – District Employee Application Fall & Spring Job/Career Fairs