

Application for Delay of Teacher Certification Requirements

Poteet ISD
Superintendent: Charles Camarillo

This application is submitted to request a temporary delay in full compliance with House Bill 2 certification requirements due to ongoing staffing challenges in hard-to-fill instructional areas. The District affirms that this delay is limited in scope and duration and is accompanied by a comprehensive transition plan to achieve full compliance by the 2029–2030 school year.

Current Uncertified Teachers

The information below shows the foundation curriculum uncertified teacher assignments for the 2025-2026 school year, from Kindergarten through 12th grade.

Grade Level or Subject	Number of Uncertified Teachers
Kindergarten	0
1st Grade	1
2nd Grade	0
3rd Grade	2
4th Grade	1
5th Grade	3
Secondary Math	4
Secondary Reading	1
Secondary Science	3
Secondary Social Studies	2

Total Number of foundation uncertified teachers: **17**

Hiring Trends (New Uncertified Hires)

Average number of new uncertified teachers hired in each of the last three years.

School Year	New Foundation Hires	New Non-Foundation Hires	Total New Uncertified Hires
2025-2026	17	1	18
2024-2025	6	5	11
2023-2024	11	5	16
3-Year Average	11	4	15

Over the past three school years, Poteet ISD has hired an average of approximately 15 uncertified teachers annually, primarily in hard-to-fill instructional areas. The District is committed to further reducing the number of new uncertified hires by strengthening recruitment pipelines, prioritizing certified applicants, and requiring enrollment in approved certification programs at the time of hire.

Educator Preparation Program (EPP) Partners

Poteet ISD maintains formal partnerships with iTeach Texas, Teachworthy Teachers of Tomorrow, ACT, Region 20 TOPP program. These EPPs provide enrollment, supervision, coursework, and exam preparation for uncertified teachers as they transition into certification.

Transition Plan for Foundation Uncertified Teachers

Pathway to Full Compliance with House Bill 2

Purpose

The purpose of this transition plan is to ensure the District's compliance with House Bill 2 (HB 2) requirements by systematically reducing the use of foundation (reading, math, science, social studies) uncertified teachers and ensuring that classroom instruction is delivered by appropriately certified teachers, as defined by state law.

Statutory Context

House Bill 2 strengthens certification requirements for teachers serving as the teacher of record and limits the use of uncertified personnel in foundation-funded instructional settings. The legislation permits limited exceptions in designated circumstances while requiring districts to demonstrate a good-faith effort to comply with certification requirements and maintain instructional quality.

Background

The District currently employs a number of foundation uncertified teachers to meet staffing needs, particularly in hard-to-fill areas. House Bill 2 establishes limits and expectations regarding the use of uncertified instructional staff. This multi-year transition plan outlines targeted actions to reduce reliance on uncertified teachers and ensure compliance by the 2029–2030 school year.

Justification for Delay

Despite ongoing recruitment efforts, the District continues to experience challenges filling certified teaching positions in specific instructional areas due to statewide shortages. Immediate elimination of foundation uncertified teachers would result in staffing gaps that could disrupt instruction. This requested delay allows the District to maintain instructional continuity while implementing a structured, time-bound transition plan to full compliance.

District Commitment

The District is committed to:

- Ensuring instruction is provided by appropriately certified teachers
- Reducing reliance on foundation uncertified teachers
- Supporting current employees in completing certification requirements
- Achieving statutory compliance by the 2029–2030 school year

Goal

To reduce the number of foundation uncertified teachers annually and achieve **compliance** by the **2029–2030 school year** through systematic support, monitoring, and accountability measures.

Multi-Year Transition Targets

School Year	Target Number of Foundation Uncertified Teachers
2025–2026	17 (Baseline)
2026–2027	12
2027–2028	8
2028–2029	5
2029–2030	0 (Full Compliance)

Strategic Actions by School Year

2025–2026 School Year

Target: 17 Foundation Uncertified Teachers

Key Actions:

- Provide structured test preparation for Bilingual, ESL, and PPR exams.
- Conduct an informational meeting at the beginning of the year outlining district expectations and certification requirements.
- Schedule individualized meetings with a certification specialist.
- Collaborate with Educator Preparation Programs (EPPs) to monitor candidate progress.

- Track progress related to coursework, exams, observation hours, and program milestones.
 - Facilitate observation hour opportunities.
 - Assign teacher/adjunct coaches to first-year adjunct teachers:
 - Weekly one-hour coaching sessions
 - Monthly classroom observations with feedback
 - Encourage eligible staff to pursue an Educational Aide Certificate to earn creditable service for Teacher Retention Allotment (TRA) while completing certification.
 - Require annual acknowledgment forms from uncertified staff outlining certification expectations and timelines.
 - Develop partnerships with local universities to build certified teacher pipelines.
 - Full teacher salary upon completion of the statement of eligibility (SOE).
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2026–2027 School Year

Target: 12 Foundation Uncertified Teachers

Key Actions:

- Continued employment of uncertified teachers will be contingent upon documented progress toward certification and compliance with District-established deadlines.
 - Expand test certification support to include Reading, Math, Science, Social Studies, STR, and PPR.
 - Host a beginning-of-year certification pathway and expectations meeting.
 - Conduct initial one-on-one meetings with certification specialists as part of their onboarding to review their certification pathway plan (CPP).
 - Implement quarterly progress reviews with EPPs.
 - Implement checkpoint deadlines tied to continued employment eligibility.
 - Establish defined timelines for completing observation hours.
 - Provide release time for completing observation hours.
 - Develop a certification progress dashboard for HR and campus leaders.
 - Train principals on certification compliance expectations and monitoring responsibilities.
 - Assign:
 - A teacher coach for first-year uncertified hires.
 - A certification advisor to second-year uncertified hires.
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2027–2028 School Year

Target: 8 Foundation Uncertified Teachers

Key Actions:

- Require individual certification completion plans with defined timelines.
 - Increase frequency of progress monitoring and documentation.
 - Limit uncertified assignments to approved hard-to-fill areas only, as permitted by law.
 - Implement heightened intervention for staff at risk of non-compliance.
 - Include certification progress as part of annual staffing and performance discussions.
 - Require campuses to document support provided to uncertified staff.
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2028–2029 School Year

Target: 5 Foundation Uncertified Teachers

Key Actions:

- Limit uncertified employment to exception-only placements.
 - Require certification completion within the school year as a condition of continued employment.
 - Prepare campuses for transition to full compliance. ● Conduct final compliance readiness reviews.
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2029–2030 School Year

Target: 0 Foundation Uncertified Teachers

Key Actions:

- Achieve full compliance with House Bill 2.
 - Sustain certified teacher recruitment, hiring, and retention systems.
 - Maintain ongoing partnerships with EPPs to prevent future non-compliance.
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Monitoring and Accountability

- Human Resources will maintain a certification compliance tracking system.
- Continued employment of uncertified staff will be contingent upon:

- Documented progress toward certification
 - Compliance with statutory and district timelines
 - Regular compliance updates will be provided to district leadership and, as appropriate, the Board.
 - The District affirms that uncertified teachers will be assigned only as permitted under House Bill 2 and applicable commissioner rules and will not be used to circumvent certification requirements.
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Conclusion

This transition plan demonstrates the District's commitment to instructional quality, legal compliance, and responsible workforce planning. Through structured support, accountability, and strategic reductions, the District will achieve full compliance with House Bill 2 by the 2029–2030 school year.

The District affirms its commitment to statutory compliance and acknowledges that this delay request is temporary and contingent upon demonstrated progress.

Resolution of the Board of Trustees for Poteet Independent School District.

WHEREAS, Texas Education Code 21.0032(a-1) authorizes school districts to request a delay in implementation of certification requirements for foundation curriculum teachers until 2029-2030 school year;


WHEREAS Poteet ISD has developed a transition plan, identified Educator Preparation Program partners, and reviewed uncertified staffing trends;

BE IT RESOLVED that the Board of Trustees of Poteet ISD hereby approves submission of an application to the Texas Commissioner of Education requesting a delay of teacher certification requirements until the 2029-2030 school year.

Adopted this 23rd day of February, 2026



Margie Martinez, Vice President



Charles Camarillo, Superintendent

Teachworthy Support Letter

Serving as a Letter of Collaboration for the Delayed Teacher Certification Plan For Poteet ISD

Teachworthy provides the following supports for candidates, interns, districts, and administrators:

- A detailed Certification Plan for each candidate to outline the steps needed to complete the program.
- A personal Program Advisor to advise and support candidates. Teachworthy commits to replying to candidate questions and concerns within 24-48 hours to expedite their progress.
- Clearly communicated payment options.
- Support in completing Teachworthy training courses within the curriculum, containing TEA standards of expectations to evaluate mastery of content and performance-based assessments from trained evaluators who are expert educators, and by providing:
 - Access to a live curriculum evaluator for support in program implementation and assignments.
 - Weekly office hours to connect candidates with instructors and Program Advisors.
 - A live dashboard showing progress in the curriculum and toward certification requirements.
- Two days of face-to-face nationally recognized Capturing Kids' Hearts training to give candidates strategies to manage a self-regulating classroom with a positive culture.
- Discounts to the Teachworthy-required test preparation programs (for available subjects) and other test prep resources; detailed remediation plans if additional attempts are required.
- Monthly status email to candidates to encourage progress.
- Monthly emails and a candidate database to districts to assist in tracking candidates' progress.
- Five formal classroom observations and six informal observations (after the candidate is placed on an intern or probationary certificate).
- Collaboration with the principal, mentor, and field supervisor of each intern to ensure success in effective classroom instruction and management.
- Information on intern performance with campus administration and improvement plans when necessary.
- Additional support and partnerships upon request of the district.

Dr. Rae Queen

Program Director, Teachworthy

February 2026