



Application for Delay of Teacher Certification Requirements

Garland Independent School District

Assistant Superintendent-Human Resources: Dr. Gradyne Brown

Current Uncertified Teachers

Below are the foundation/Special Education/Preschool/Bilingual uncertified teacher assignments for the 2025–2026 school year (K–12).

| Current Uncertified Foundation Teachers | Grade Level | Subject | Anticipated Certification Date | Standard Certification Date |
|--|--------------------|----------------|---------------------------------------|------------------------------------|
| 8 | PreK | Self-Contained | 3/1/2027 | 3/1/2029 |
| 4 | PreK Bilingual | Self-Contained | 3/1/2027 | 3/1/2029 |
| 24 | Kindergarten | Self-Contained | 3/1/2027 | 3/1/2029 |
| 18 | 1st Grade | Self-Contained | 3/1/2027 | 3/1/2029 |
| 16 | 2nd Grade | Self-Contained | 3/1/2027 | 3/1/2029 |
| 18 | 3rd Grade | Self-Contained | 3/1/2027 | 3/1/2029 |
| 16 | 4th Grade | Self-Contained | 3/1/2027 | 3/1/2029 |
| 13 | 5th Grade | Self-Contained | 3/1/2027 | 3/1/2029 |
| 40 | K-5 | Bilingual Ed | 3/1/2027 | 3/1/2029 |
| 1 | 6th -8th | Bilingual Ed | 3/1/2027 | 3/1/2029 |
| 7 | 6th-8th | ESL Ed | 3/1/2027 | 3/1/2029 |
| 3 | 6th Grade | Science | 3/1/2027 | 3/1/2029 |
| 4 | 6th Grade | Social Studies | 3/1/2027 | 3/1/2029 |
| 5 | 6th | ELAR | 3/1/2027 | 3/1/2029 |
| 10 | 7-8 Grade | ELAR | 3/1/2027 | 3/1/2029 |
| 6 | 6th Grade | Math | 3/1/2027 | 3/1/2029 |
| 8 | 7-8 Grade | Science | 3/1/2027 | 3/1/2029 |
| 6 | 7-8 Grade | Math | 3/1/2027 | 3/1/2029 |
| 5 | 7-8 Grade | Social Studies | 3/1/2027 | 3/1/2029 |
| 1 | 9-12 Grade | ESL Ed | 3/1/2027 | 3/1/2029 |
| 6 | 9-12 Grade | ELAR | 3/1/2027 | 3/1/2029 |

| Current Uncertified Foundation Teachers | Grade Level | Subject | Anticipated Certification Date | Standard Certification Date |
|--|--------------------|----------------|---------------------------------------|------------------------------------|
| 5 | 9-12 Grade | Math | 3/1/2027 | 3/1/2029 |
| 6 | 9-12 Grade | Science | 3/1/2027 | 3/1/2029 |
| 18 | 9-12 Grade | Social Studies | 3/1/2027 | 3/1/2029 |
| 2 | PreK SpEd | Self-Contained | 3/1/2027 | 3/1/2029 |
| 23 | K-5 SpEd | Self-Contained | 3/1/2027 | 3/1/2029 |
| 7 | K-5 SpEd | Inclusion | 3/1/2027 | 3/1/2029 |
| 6 | 6-12 SpEd | Self-Contained | 3/1/2027 | 3/1/2029 |
| 4 | 6-12 SpEd | Resource | 3/1/2027 | 3/1/2029 |
| 4 | 6-12 SpEd | Inclusion | 3/1/2027 | 3/1/2029 |

Foundation curriculum uncertified teachers: 294

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 |
|--------------------|-----------------------------|---------------------------------|------------------------------------|
| 2023–2024 | 115 | 13 | 128 |
| 2024–2025 | 105 | 18 | 123 |
| 2025–2026 | 74 | 18 | 92 |
| Average | 98 | 16.3 | 114.3 |

On average, Garland ISD has hired about 114.3 new uncertified teachers per year over the past three years, with the majority serving in foundation curriculum areas. The district is committed to reducing even these limited new uncertified hires by strengthening recruitment, improving certification pathways, and providing robust support systems for current staff.

Educator Preparation Program (EPP) Partners

Garland ISD maintains formal partnerships with Dallas College (supporting Certify and Prepare Educator (CAPE) teacher candidates), ACT Dallas LLC, Region 10, iTech Texas, ECAP, Etools for Education Web-Centric ACP, Teach US, 240 Certification, and Texas Teachers of Tomorrow. These Educator Preparation Programs (EPPs) provide enrollment, supervision, coursework, and exam preparation for uncertified teachers as they transition into certification.

Progressive Transition Plan

This transition plan outlines Garland ISD’s phased approach to reducing the number of uncertified foundation teachers by approximately 25% annually, resulting in full compliance with House Bill 2 (HB2) certification requirements by the 2029–2030 school year.

| Transition Plan School Year | Foundation Uncertified (Target) | Key Actions |
|-----------------------------|---------------------------------|---|
| 2025–2026 | 294(baseline) | Maintain partnerships with Dallas College, ACT Dallas LLC, Region 10, iTech Texas, ECAP, Etools for Education Web-Centric ACP, Teach US, 240 Certification, and Texas Teachers of Tomorrow. Require all uncertified hires to complete the required 50 hours of observation and submit to their EPP. HR tracks progress in coordination with campus administrators and EPPs. |
| 2026–2027 | 220.5 | Quarterly HR progress checks with EPPs documented in the district certification tracker. New Teacher Academy made available to all new hires. Teaching and Learning/Curriculum Dept. collaborates with instructional coaches for onsite support. |
| 2027–2028 | 147 | Provide resources to support exam preparation and grow-your-own pipelines. Continued EPP supervision. |
| 2028–2029 | 73.5 | Finalize certification for remaining uncertified. |

| Transition Plan School Year | Foundation Uncertified (Target) | Key Actions |
|-----------------------------|---------------------------------|--|
| | | Continued resources to support exam preparation. Provide mentoring and release time as needed. |
| 2029–2030 | 0 (Full Compliance) | Full compliance with HB2 requirements. Sustain recruitment, certification monitoring, and early-intervention systems to prevent future noncompliance |

This transition plan outlines Garland ISD’s structured approach to achieving full compliance with Texas certification requirements for all foundation classroom teachers in alignment with House Bill 2. Through ongoing collaboration with approved Educator Preparation Programs, systematic progress monitoring, and targeted support, the district will reduce the number of uncertified teachers annually and achieve full compliance by the 2029–2030 school year.

Garland ISD will maintain oversight through documented tracking, quarterly reviews, and coordinated support among Human Resources, Teaching and Learning, and campus leadership. Upon reaching full compliance, the district will sustain recruitment, certification monitoring, and early-intervention practices to ensure continued adherence to state requirements and to support a fully certified instructional workforce.