

A BILL TO BE ENTITLED

AN ACT

relating to improving training and staff development for primary and secondary educators to enable them to more effectively serve all students.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 21.001, Education Code, is amended to read as follows:

Sec. 21.001. DEFINITIONS [~~DEFINITION~~]. In this chapter:

(1) "Commissioner" [~~"commissioner"~~] includes a person designated by the commissioner.

(2) "Universal design for learning" means a scientifically valid framework for guiding educational practice that:

(A) provides flexibility in the ways:

(i) information is presented;

(ii) students respond or demonstrate knowledge and skills; and

(iii) students are engaged;

(B) reduces barriers in instruction;

(C) provides appropriate accommodations, supports, and challenges; and

(D) maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency.

1 SECTION 2. Section 21.044, Education Code, is amended by
2 amending Subsections (a), (b), (c-1), and (g) and adding Subsection
3 (a-1) to read as follows:

4 (a) The board shall propose rules:

5 (1) specifying what each educator is expected to know
6 and be able to do, particularly with regard to students with
7 disabilities;

8 (2) establishing the training requirements a person
9 must accomplish to obtain a certificate, enter an internship, or
10 enter an induction-year program; and

11 (3) specifying~~[. The board shall specify]~~ the minimum
12 academic qualifications required for a certificate.

13 (a-1) The minimum academic qualifications for a certificate
14 specified under Subsection (a) must require that the person
15 demonstrate:

16 (1) basic knowledge of each disability category under
17 the Individuals with Disabilities Education Act (20 U.S.C. Section
18 1400 et seq.) and how each category can affect student learning and
19 development; and

20 (2) competence in the use of evidence-based inclusive
21 instructional practices, including:

22 (A) universal design for learning principles;

23 (B) general and special education collaborative
24 and co-teaching models and approaches;

25 (C) multitiered systems of support, including
26 response to intervention strategies, classroom and school level
27 data-based collaborative structures, and evidence-based strategies

1 for intervention and progress monitoring systems in academic areas;
2 (D) classroom management techniques using
3 evidence-based behavioral intervention strategies and supports;
4 and
5 (E) appropriate adaptation strategies, including
6 accommodations, modifications, and instruction in the use of
7 assistive technology for instruction provided using universal
8 design for learning principles.

9 (b) The [~~Any~~] minimum academic qualifications for a
10 certificate specified under Subsection (a) [~~that require a person~~
11 ~~to possess a bachelor's degree~~] must [~~also~~] require that the person
12 receive, as part of the training required to obtain that
13 certificate, instruction in detection and education of students
14 with dyslexia.

15 (c-1) The [~~Any~~] minimum academic qualifications for a
16 certificate specified under Subsection (a) [~~that require a person~~
17 ~~to possess a bachelor's degree~~] must [~~also~~] require that the person
18 receive, as part of the training required to obtain that
19 certificate, instruction regarding mental health, substance abuse,
20 and youth suicide. The instruction required must:

21 (1) be provided through a program selected from the
22 list of recommended best practice-based programs established under
23 Section [161.325](#), Health and Safety Code; and

24 (2) include effective strategies for teaching and
25 intervening with students with mental or emotional disorders,
26 including de-escalation techniques and positive behavioral
27 interventions and supports.

1 (g) Each educator preparation program must provide
2 information regarding:

3 (1) the skills that educators are required to possess,
4 the responsibilities that educators are required to accept, and the
5 high expectations for all students, including students with
6 disabilities, in this state;

7 (2) the effect of supply and demand forces on the
8 educator workforce in this state;

9 (3) the performance over time of the educator
10 preparation program;

11 (4) the importance of building strong classroom
12 management skills; and

13 (5) the framework in this state for teacher and
14 principal evaluation, including the procedures followed in
15 accordance with Subchapter H.

16 SECTION 3. Section 21.0443(b), Education Code, is amended
17 to read as follows:

18 (b) To be eligible for approval or renewal of approval, an
19 educator preparation program must:

20 (1) use a universal design for learning framework
21 integrating inclusion for all students, including students with
22 disabilities, and evidence-based instruction and intervention
23 strategies throughout course work, clinical experiences, and
24 student teaching to adequately prepare candidates for educator
25 certification; and

26 (2) meet the standards and requirements of the board.

27 SECTION 4. Section 21.045(a), Education Code, is amended to

1 read as follows:

2 (a) The board shall propose rules necessary to establish
3 standards to govern the continuing accountability of all educator
4 preparation programs based on the following information that is
5 disaggregated with respect to race, sex, and ethnicity:

6 (1) results of the certification examinations
7 prescribed under Section 21.048(a);

8 (2) performance based on the appraisal system for
9 beginning teachers adopted by the board;

10 (3) achievement, including improvement in
11 achievement, of all students, including students with
12 disabilities, taught by beginning teachers for the first three
13 years following certification, to the extent practicable;

14 (4) compliance with board requirements regarding the
15 frequency, duration, and quality of structural guidance and ongoing
16 support provided by field supervisors to candidates completing
17 student teaching, clinical teaching, or an internship; and

18 (5) results from a teacher satisfaction survey,
19 developed by the board with stakeholder input, of new teachers
20 performed at the end of the teacher's first year of teaching.

21 SECTION 5. Section 21.0453(a), Education Code, is amended
22 to read as follows:

23 (a) The board shall require an educator preparation program
24 to provide candidates for teacher certification with information
25 concerning the following:

26 (1) skills and responsibilities required of teachers
27 with regard to all students, including students with disabilities;

1 (2) expectations for student performance, including
2 students with disabilities, based on state standards;

3 (3) the current supply of and demand for teachers in
4 this state;

5 (4) the importance of developing classroom management
6 skills; and

7 (5) the state's framework for appraisal of teachers
8 and principals.

9 SECTION 6. Section 21.046(b), Education Code, is amended to
10 read as follows:

11 (b) The qualifications for certification as a principal
12 must be sufficiently flexible so that an outstanding teacher may
13 qualify by substituting approved experience and professional
14 training for part of the educational requirements. Supervised and
15 approved on-the-job experience in addition to required internship
16 shall be accepted in lieu of classroom hours. The qualifications
17 must emphasize:

18 (1) instructional leadership, including the ability
19 to create an inclusive school environment and to foster parent
20 involvement;

21 (2) administration, supervision, and communication
22 skills;

23 (3) curriculum and instruction management;

24 (4) performance evaluation;

25 (5) organization; and

26 (6) fiscal management.

27 SECTION 7. Section 21.047(c), Education Code, is amended to

1 read as follows:

2 (c) A center may develop and implement a comprehensive
3 field-based educator preparation program to supplement the
4 internship hours required in Section 21.050. This comprehensive
5 field-based teacher program must:

6 (1) be designed on the basis of current research into
7 state-of-the-art teaching practices applicable to all students,
8 including students with disabilities, curriculum theory and
9 application within diverse student populations, evaluation of
10 student outcomes, and the effective application of technology; and

11 (2) have rigorous internal and external evaluation
12 procedures that focus on content, delivery systems, and teacher and
13 student outcomes.

14 SECTION 8. Sections 21.051(b) and (f), Education Code, are
15 amended to read as follows:

16 (b) Before a school district may employ a candidate for
17 certification as a teacher of record, the candidate must complete
18 at least 15 hours of field-based experience in which the candidate
19 is actively engaged in instructional or educational activities
20 involving a diverse student population that, to the greatest extent
21 practicable, includes students with disabilities under supervision
22 at:

23 (1) a public school campus accredited or approved for
24 the purpose by the agency; or

25 (2) a private school recognized or approved for the
26 purpose by the agency.

27 (f) The board shall propose rules providing flexible

1 options for persons for any field-based experience or internship
2 required for certification. The options must, to the greatest
3 extent practicable, involve interaction with a diverse student
4 population, including students with disabilities.

5 SECTION 9. Section 21.451, Education Code, is amended by
6 amending Subsections (d), (e), and (f) and adding Subsection (f-1)
7 to read as follows:

8 (d) The staff development:

9 (1) may include training in:

10 (A) technology;

11 (B) conflict resolution;

12 (C) discipline strategies, including classroom
13 management, district discipline policies, and the student code of
14 conduct adopted under Section 37.001 and Chapter 37; and

15 (D) preventing, identifying, responding to, and
16 reporting incidents of bullying;

17 (2) subject to Subsection (e) and to Section 21.3541
18 and rules adopted under that section, must include training that is
19 evidence-based [~~based on scientifically based research~~], as
20 defined by Section 8101, Every Student Succeeds Act [~~9101, No Child~~
21 ~~Left Behind Act of 2001~~] (20 U.S.C. Section 7801), and that:

22 (A) relates to instruction of students with
23 disabilities; [~~and~~]

24 (B) uses a universal design for learning
25 framework integrating inclusion for all students, including
26 students with disabilities, and evidence-based instructional and
27 behavioral strategies and interventions; and

1 (C) is designed for educators who work primarily
2 outside the area of special education; and

3 (3) must include suicide prevention training that must
4 be provided:

5 (A) on an annual basis, as part of a new employee
6 orientation, to all new school district and open-enrollment charter
7 school educators; and

8 (B) to existing school district and
9 open-enrollment charter school educators on a schedule adopted by
10 the agency by rule.

11 (e) A school district is required to provide the training
12 described by Subsection (d)(2) to any ~~an~~ educator who works
13 primarily outside the area of special education ~~[only if the~~
14 ~~educator does not possess the knowledge and skills necessary to~~
15 ~~implement the individualized education program developed for a~~
16 ~~student receiving instruction from the educator. A district may~~
17 ~~determine the time and place at which the training is delivered].~~

18 (f) This subsection applies to all training required by
19 Subsection (d)(2), regardless of whether the training is provided
20 at the campus or district level. In developing or maintaining the
21 training required by Subsection (d)(2), a school district must
22 consult with persons with expertise in:

23 (1) universal design for learning principles;

24 (2) general and special education collaborative and
25 co-teaching models and approaches;

26 (3) multitiered systems of support, including
27 response to intervention strategies;

1 (4) classroom management techniques using
2 evidence-based behavioral intervention strategies and supports;
3 and

4 (5) appropriate adaptation strategies, including
5 accommodations, modifications, and instruction in the use of
6 assistive technology for instruction provided using universal
7 design for learning principles [~~research-based practices for~~
8 ~~students with disabilities~~].

9 (f-1) Persons who may be consulted under Subsection (f)
10 [~~this subsection~~] include colleges, universities, private and
11 nonprofit organizations, regional education service centers,
12 qualified district personnel, and any other persons identified as
13 qualified by the district. [~~This subsection applies to all~~
14 ~~training required by Subsection (d)(2), regardless of whether the~~
15 ~~training is provided at the campus or district level.~~]

16 SECTION 10. This Act takes effect September 1, 2017.