

By: González of El Paso

H.B. No. 2209

A BILL TO BE ENTITLED

# 1 AN ACT

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

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

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

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

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

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

14 (A) provides flexibility in the ways:

15 (i) information is presented;

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

48 (i)

19 (B) reduces barriers in instructi

(C) provides appropriate acc

21 supports, and challenges; and  
22 (D) maintains high achievement expectations for

23 all students, including students with disabilities and students of  
24 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

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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

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.

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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:

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;

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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:

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

(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

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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.

## (1) universal design for learning principles;

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.