

1-1 By: Shapiro S.B. No. 1460
1-2 (In the Senate - Filed March 6, 2009; March 17, 2009, read
1-3 first time and referred to Committee on Education; April 17, 2009,
1-4 reported adversely, with favorable Committee Substitute by the
1-5 following vote: Yeas 6, Nays 1; April 17, 2009, sent to printer.)

1-6 COMMITTEE SUBSTITUTE FOR S.B. No. 1460 By: Shapiro

1-7 A BILL TO BE ENTITLED
1-8 AN ACT

1-9 relating to professional development academies designed for public
1-10 school teachers who provide instruction to certain students of
1-11 limited English proficiency.

1-12 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

1-13 SECTION 1. Subchapter J, Chapter 21, Education Code, is
1-14 amended by adding Section 21.4553 to read as follows:

1-15 Sec. 21.4553. PROFESSIONAL DEVELOPMENT ACADEMIES FOR
1-16 TEACHERS OF CERTAIN STUDENTS OF LIMITED ENGLISH PROFICIENCY.

1-17 (a) The commissioner shall design, establish, and make available
1-18 professional development academies for teachers who provide
1-19 instruction to students of limited English proficiency at the
1-20 seventh grade level or above.

1-21 (b) A professional development academy established under
1-22 this section must be designed to include training for teachers in
1-23 research-based practices for:

1-24 (1) improving general English language development in
1-25 students of limited English proficiency;

1-26 (2) teaching students of limited English proficiency
1-27 at the seventh grade level or above the English language, including
1-28 specific vocabulary, as necessary for the students to understand
1-29 and succeed academically in reading and other English language
1-30 arts, mathematics, science, and social studies; and

1-31 (3) improving access to learning by students of
1-32 limited English proficiency.

1-33 (c) The commissioner by rule shall require a teacher for
1-34 whom an area of deficiency related to the instruction of students of
1-35 limited English proficiency has been identified under the
1-36 recommended or locally developed appraisal system under Section
1-37 21.352(c) to attend a professional development academy established
1-38 under this section if the teacher provides instruction:

1-39 (1) at the seventh grade level or above;

1-40 (2) at a campus at which, as determined by the
1-41 commissioner in accordance with commissioner rule, the academic
1-42 performance of students of limited English proficiency needs
1-43 improvement; and

1-44 (3) in a bilingual education or special language
1-45 program or to students of limited English proficiency in reading,
1-46 English language arts, mathematics, science, or social studies.

1-47 (d) The commissioner by rule shall adopt criteria for the
1-48 selection of teachers, other than teachers described by Subsection
1-49 (c), who may attend a professional development academy established
1-50 under this section, giving priority to teachers providing
1-51 instruction at the seventh grade level or above in a bilingual
1-52 education or special language program or to students of limited
1-53 English proficiency in reading, English language arts,
1-54 mathematics, science, or social studies at campuses described by
1-55 Subsection (c)(2).

1-56 (e) From funds appropriated for the purpose, a teacher who
1-57 attends a professional development academy established under this
1-58 section is entitled to receive a stipend in the amount determined by
1-59 the commissioner. A stipend received under this subsection is not
1-60 considered in determining whether a district is paying the teacher
1-61 the minimum monthly salary under Section 21.402.

1-62 (f) On request of the commissioner, regional education
1-63 service centers shall assist the commissioner and agency with

2-1 activities related to the design, establishment, and operation of
2-2 professional development academies under this section. The
2-3 commissioner may seek additional assistance from other public and
2-4 private providers.

2-5 (g) From funds appropriated for purposes of this section,
2-6 the commissioner shall conduct or contract with a public or private
2-7 entity to conduct a comprehensive evaluation of the professional
2-8 development academies established under this section. The
2-9 evaluation must:

2-10 (1) use qualitative, quantitative, and expert review
2-11 methodologies, including:

2-12 (A) direct observations;

2-13 (B) follow-up interviews and surveys with
2-14 participating teachers and administrators; and

2-15 (C) analysis of student data submitted through
2-16 the Public Education Information Management System (PEIMS) and
2-17 student assessment results to measure academic progress achieved by
2-18 students receiving instruction from teachers who have attended a
2-19 professional development academy established under this section in
2-20 comparison to:

2-21 (i) academic progress achieved by those
2-22 students in preceding years; and

2-23 (ii) academic progress achieved by students
2-24 of limited English proficiency receiving instruction from teachers
2-25 who have not attended a professional development academy; and

2-26 (2) include an analysis of financial data to assess
2-27 the cost-effectiveness of the professional development academies.

2-28 (h) Not later than December 1, 2012, the commissioner shall
2-29 prepare and deliver to each member of the legislature a report
2-30 describing the results of the evaluation required by Subsection

2-31 (g). Subsection (g) and this subsection expire September 1, 2013.

2-32 SECTION 2. This Act takes effect immediately if it receives
2-33 a vote of two-thirds of all the members elected to each house, as
2-34 provided by Section 39, Article III, Texas Constitution. If this
2-35 Act does not receive the vote necessary for immediate effect, this
2-36 Act takes effect September 1, 2009.

2-37 * * * * *