

By: González of El Paso, Wu

H.B. No. 2209

Substitute the following for H.B. No. 2209:

By: King of Hemphill

C.S.H.B. No. 2209

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:

20 (1) may 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 ~~must~~ adequately prepare candidates for  
25 educator certification; and

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

1 SECTION 4. Section 21.045(a), Education Code, is amended to  
2 read as follows:

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

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

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

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

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

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

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

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

27 (1) skills and responsibilities required of teachers

- 1 with regard to all students, including students with disabilities;  
2 (2) expectations for student performance, including  
3 students with disabilities, based on state standards;  
4 (3) the current supply of and demand for teachers in  
5 this state;  
6 (4) the importance of developing classroom management  
7 skills; and  
8 (5) the state's framework for appraisal of teachers  
9 and principals.

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

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

- 19 (1) instructional leadership, including the ability  
20 to create an inclusive school environment and to foster parent  
21 involvement;  
22 (2) administration, supervision, and communication  
23 skills;  
24 (3) curriculum and instruction management;  
25 (4) performance evaluation;  
26 (5) organization; and  
27 (6) fiscal management.

1 SECTION 7. Section 21.047(c), Education Code, is amended to  
2 read as follows:

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

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

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

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

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

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

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

1 (f) The board shall propose rules providing flexible  
2 options for persons for any field-based experience or internship  
3 required for certification. The options must, to the greatest  
4 extent practicable, involve interaction with a diverse student  
5 population, including students with disabilities.

6 SECTION 9. Section 21.4511(b), Education Code, is amended  
7 to read as follows:

8 (b) The training under this section shall include training  
9 relating to implementing curriculum and instruction that is aligned  
10 with the foundation curriculum described by Section 28.002(a)(1)  
11 and standards and expectations for college readiness, as determined  
12 by State Board of Education rule under Section 28.008(d). In order  
13 to create a classroom environment that meets the individual  
14 learning needs of each student, the training may emphasize  
15 inclusive collaborative strategies and providing instruction using  
16 a universal design for learning framework to the greatest extent  
17 practicable.

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