

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) Any training requirements for a certificate specified
14 under Subsection (a) must require that the person demonstrate:

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

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

21 (A) universal design for learning principles;

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

24 (C) multitiered systems of support, including
25 response to intervention strategies, classroom and school level
26 data-based collaborative structures, and evidence-based strategies
27 for intervention and progress monitoring systems in academic areas;

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

4 (E) 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.

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

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

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

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

27 (g) Each educator preparation program must provide

1 information regarding:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

27 (2) expectations for student performance, including

1 students with disabilities, based on state standards;

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

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

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

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

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

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

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

22 (3) curriculum and instruction management;

23 (4) performance evaluation;

24 (5) organization; and

25 (6) fiscal management.

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

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

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

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

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

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

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

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

26 (f) The board shall propose rules providing flexible
27 options for persons for any field-based experience or internship

1 required for certification. The options must, to the greatest
2 extent practicable, involve interaction with a diverse student
3 population, including students with disabilities.

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

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

16 SECTION 10. The commissioner of education is required to
17 implement this Act only if the legislature appropriates money
18 specifically for that purpose. If the legislature does not
19 appropriate money specifically for that purpose, the commissioner
20 of education may, but is not required to, implement this Act using
21 other funds available for the purpose.

22 SECTION 11. This Act takes effect September 1, 2017.