By: Lucio S.B. No. 529

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. <u>DEFINITIONS</u> [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
18	(iii) students are engaged;
19	(B) reduces barriers in instruction;
20	(C) provides appropriate accommodations,
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 <u>disabilities;</u>
- 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 <u>demonstrate:</u>
- 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 <u>instructional practices</u>, including:
- 22 (A) universal design for learning principles;
- 23 (B) general and special education collaborative
- 24 and co-teaching models and approaches;
- (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) $\underline{\text{The}}$ [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.

S.B. No. 529

- 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 <u>all</u> students, <u>including students with</u>
- 6 <u>disabilities</u>, 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.
- 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 <u>integrating inclusion for all students</u>, 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 <u>all</u> students, <u>including</u> 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;

```
S.B. No. 529
```

- 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:
- (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 <u>including students with disabilities</u>, 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.
- 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 <u>practicable, includes students with disabilities</u> 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

```
S.B. No. 529
```

- 1 options for persons for any field-based experience or internship
- 2 required for certification. The options must, to the greatest
- 3 <u>extent practicable</u>, 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:
- (A) relates to instruction of students with
- 23 disabilities; [and]
- 24 (B) uses a universal design for learning
- 25 <u>framework integrating inclusion for all students</u>, 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 <u>at the campus or district level.</u> 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;

S.B. No. 529

- 1 (4) classroom management techniques using 2
- evidence-based behavioral intervention strategies and supports;
- 3 and
- 4 (5) appropriate adaptation strategies, including
- accommodations, modifications, and instruction in the use of 5
- 6 assistive technology for instruction provided using universal
- design for learning principles [research-based practices for 7
- students with disabilities]. 8
- (f-1) Persons who may be consulted under Subsection (f) 9
- [this subsection] include colleges, universities, private and 10
- nonprofit organizations, regional education service centers, 11
- qualified district personnel, and any other persons identified as 12
- qualified by the district. [This subsection applies to all 13
- training required by Subsection (d)(2), regardless of whether the 14
- 15 training is provided at the campus or district level.
- 16 SECTION 10. This Act takes effect September 1, 2017.