

1-1 By: Lucio S.B. No. 180
 1-2 (In the Senate - Filed November 12, 2020; March 3, 2021,
 1-3 read first time and referred to Committee on Education;
 1-4 April 30, 2021, reported favorably by the following vote: Yeas 10,
 1-5 Nays 0; April 30, 2021, sent to printer.)

1-6 COMMITTEE VOTE

	Yea	Nay	Absent	PNV
1-7 Taylor	X			
1-8 Lucio	X			
1-9 Bettencourt	X			
1-10 Hall	X			
1-11 Hughes	X			
1-12 Menéndez	X			
1-13 Paxton	X			
1-14 Perry	X			
1-15 Powell	X			
1-16 Schwertner			X	
1-17 West	X			

1-19 A BILL TO BE ENTITLED
 1-20 AN ACT

1-21 relating to improving training and staff development for primary
 1-22 and secondary educators to enable them to more effectively serve
 1-23 all students.

1-24 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

1-25 SECTION 1. Section 21.001, Education Code, is amended by
 1-26 adding Subdivision (4) to read as follows:

1-27 (4) "Student with a disability" means a student who
 1-28 is:

1-29 (A) eligible to participate in a school
 1-30 district's special education program under Section 29.003;

1-31 (B) covered by Section 504, Rehabilitation Act of
 1-32 1973 (29 U.S.C. Section 794); or

1-33 (C) covered by the Individuals with Disabilities
 1-34 Education Act (20 U.S.C. Section 1400 et seq.).

1-35 SECTION 2. Section 21.044, Education Code, is amended by
 1-36 amending Subsections (a), (b), (c-1), and (g) and adding Subsection
 1-37 (a-1) to read as follows:

1-38 (a) The board shall propose rules:

1-39 (1) specifying what each educator is expected to know
 1-40 and be able to do, particularly with regard to students with
 1-41 disabilities;

1-42 (2) establishing the training requirements a person
 1-43 must accomplish to obtain a certificate, enter an internship, or
 1-44 enter an induction-year program; and

1-45 (3) specifying[. The board shall specify] the minimum
 1-46 academic qualifications required for a certificate.

1-47 (a-1) Any training requirements for a certificate specified
 1-48 under Subsection (a) must require that the person demonstrate:

1-49 (1) basic knowledge of:

1-50 (A) each disability category under the
 1-51 Individuals with Disabilities Education Act (20 U.S.C. Section 1400
 1-52 et seq.) and how each category can affect student learning and
 1-53 development; and

1-54 (B) conditions that may be considered a
 1-55 disability under Section 504, Rehabilitation Act of 1973 (29 U.S.C.
 1-56 Section 794), and how a condition covered by that section can affect
 1-57 student learning and development;

1-58 (2) competence in the use of proactive instructional
 1-59 planning techniques that:

1-60 (A) provide flexibility in the ways:

1-61 (i) information is presented;

2-1 (ii) students respond or demonstrate
2-2 knowledge and skills; and
2-3 (iii) students are engaged;
2-4 (B) reduce barriers in instruction;
2-5 (C) provide appropriate accommodations,
2-6 supports, and challenges; and
2-7 (D) maintain high achievement expectations for
2-8 all students, including students with disabilities and students of
2-9 limited English proficiency; and
2-10 (3) competence in the use of evidence-based inclusive
2-11 instructional practices, including:
2-12 (A) general and special education collaborative
2-13 and co-teaching models and approaches;
2-14 (B) multitiered systems of support, including
2-15 response to intervention strategies, classroom and school level
2-16 data-based collaborative structures, and evidence-based strategies
2-17 for intervention and progress monitoring systems in academic areas;
2-18 (C) classroom management techniques using
2-19 evidence-based behavioral intervention strategies and supports;
2-20 and
2-21 (D) appropriate adaptation strategies, including
2-22 accommodations, modifications, and instruction in the use of
2-23 assistive technology for instruction.
2-24 (b) The ~~[Any]~~ minimum academic qualifications for a
2-25 certificate specified under Subsection (a) ~~[that require a person~~
2-26 ~~to possess a bachelor's degree]~~ must ~~[also]~~ require that the person
2-27 receive, as part of the training required to obtain that
2-28 certificate, instruction in detection and education of students
2-29 with dyslexia.
2-30 (c-1) The ~~[Any]~~ minimum academic qualifications for a
2-31 certificate specified under Subsection (a) ~~[that require a person~~
2-32 ~~to possess a bachelor's degree]~~ must ~~[also]~~ require that the person
2-33 receive, as part of the training required to obtain that
2-34 certificate, instruction regarding mental health, substance abuse,
2-35 and youth suicide. The instruction required must:
2-36 (1) be provided through:
2-37 (A) a program selected from the list of
2-38 recommended best practice-based programs and research-based
2-39 practices established under Section 38.351; or
2-40 (B) a course offered by any accredited public or
2-41 private postsecondary educational institution as part of a degree
2-42 program; and
2-43 (2) include effective strategies, including
2-44 de-escalation techniques and positive behavioral interventions and
2-45 supports, for teaching and intervening with students with mental
2-46 health conditions or who engage in substance abuse.
2-47 (g) Each educator preparation program must provide
2-48 information regarding:
2-49 (1) the skills that educators are required to possess,
2-50 the responsibilities that educators are required to accept, and the
2-51 high expectations for all students, including students with
2-52 disabilities, in this state;
2-53 (2) the effect of supply and demand forces on the
2-54 educator workforce in this state;
2-55 (3) the performance over time of the educator
2-56 preparation program;
2-57 (4) the importance of building strong classroom
2-58 management skills;
2-59 (5) the framework in this state for teacher and
2-60 principal evaluation, including the procedures followed in
2-61 accordance with Subchapter H; and
2-62 (6) appropriate relationships, boundaries, and
2-63 communications between educators and students.
2-64 SECTION 3. Section 21.0443(b), Education Code, is amended
2-65 to read as follows:
2-66 (b) To be eligible for approval or renewal of approval, an
2-67 educator preparation program must:
2-68 (1) incorporate proactive instructional planning
2-69 techniques throughout course work and across content areas using a

3-1 framework that:

3-2 (A) provides flexibility in the ways:

3-3 (i) information is presented;

3-4 (ii) students respond or demonstrate
3-5 knowledge and skills; and

3-6 (iii) students are engaged;

3-7 (B) reduces barriers in instruction;

3-8 (C) provides appropriate accommodations,
3-9 supports, and challenges; and

3-10 (D) maintains high achievement expectations for
3-11 all students, including students with disabilities and students of
3-12 limited English proficiency;

3-13 (2) integrate inclusive practices for all students,
3-14 including students with disabilities, and evidence-based
3-15 instruction and intervention strategies throughout course work,
3-16 clinical experience, and student teaching;

3-17 (3) adequately prepare candidates for educator
3-18 certification; and

3-19 (4) meet the standards and requirements of the board.

3-20 SECTION 4. Section 21.045(a), Education Code, is amended to
3-21 read as follows:

3-22 (a) The board shall propose rules necessary to establish
3-23 standards to govern the continuing accountability of all educator
3-24 preparation programs based on the following information that is
3-25 disaggregated with respect to race, sex, and ethnicity:

3-26 (1) results of the certification examinations
3-27 prescribed under Section 21.048(a);

3-28 (2) performance based on the appraisal system for
3-29 beginning teachers adopted by the board;

3-30 (3) achievement, including improvement in
3-31 achievement, of all students, including students with
3-32 disabilities, taught by beginning teachers for the first three
3-33 years following certification, to the extent practicable;

3-34 (4) compliance with board requirements regarding the
3-35 frequency, duration, and quality of structural guidance and ongoing
3-36 support provided by field supervisors to candidates completing
3-37 student teaching, clinical teaching, or an internship; and

3-38 (5) results from a teacher satisfaction survey,
3-39 developed by the board with stakeholder input, of new teachers
3-40 performed at the end of the teacher's first year of teaching.

3-41 SECTION 5. Section 21.0453(a), Education Code, is amended
3-42 to read as follows:

3-43 (a) The board shall require an educator preparation program
3-44 to provide candidates for teacher certification with information
3-45 concerning the following:

3-46 (1) skills and responsibilities required of teachers
3-47 with regard to all students, including students with disabilities;

3-48 (2) expectations for student performance, including
3-49 students with disabilities, based on state standards;

3-50 (3) the current supply of and demand for teachers in
3-51 this state;

3-52 (4) the importance of developing classroom management
3-53 skills; and

3-54 (5) the state's framework for appraisal of teachers
3-55 and principals.

3-56 SECTION 6. Section 21.046(b), Education Code, is amended to
3-57 read as follows:

3-58 (b) The qualifications for certification as a principal
3-59 must be sufficiently flexible so that an outstanding teacher may
3-60 qualify by substituting approved experience and professional
3-61 training for part of the educational requirements. Supervised and
3-62 approved on-the-job experience in addition to required internship
3-63 shall be accepted in lieu of classroom hours. The qualifications
3-64 must emphasize:

3-65 (1) instructional leadership, including the ability
3-66 to create an inclusive school environment and to foster parent
3-67 involvement;

3-68 (2) administration, supervision, and communication
3-69 skills;

4-1 (3) curriculum and instruction management, including
4-2 curriculum and instruction management for students with
4-3 disabilities;

4-4 (4) performance evaluation;

4-5 (5) organization; and

4-6 (6) fiscal management.

4-7 SECTION 7. Section 21.047(c), Education Code, is amended to
4-8 read as follows:

4-9 (c) A center may develop and implement a comprehensive
4-10 field-based educator preparation program to supplement the
4-11 internship hours required in Section 21.050. This comprehensive
4-12 field-based teacher program must:

4-13 (1) be designed on the basis of current research into
4-14 state-of-the-art teaching practices applicable to all students,
4-15 including students with disabilities, curriculum theory and
4-16 application within diverse student populations, evaluation of
4-17 student outcomes, and the effective application of technology; and

4-18 (2) have rigorous internal and external evaluation
4-19 procedures that focus on content, delivery systems, and teacher and
4-20 student outcomes.

4-21 SECTION 8. Sections 21.051(b) and (f), Education Code, are
4-22 amended to read as follows:

4-23 (b) Before a school district may employ a candidate for
4-24 certification as a teacher of record and, except as provided by
4-25 Subsection (b-1), after the candidate's admission to an educator
4-26 preparation program, the candidate must complete at least 15 hours
4-27 of field-based experience in which the candidate is actively
4-28 engaged in instructional or educational activities involving a
4-29 diverse student population that, to the greatest extent
4-30 practicable, includes students with disabilities under supervision
4-31 at:

4-32 (1) a public school campus accredited or approved for
4-33 the purpose by the agency; or

4-34 (2) a private school recognized or approved for the
4-35 purpose by the agency.

4-36 (f) The board shall propose rules providing flexible
4-37 options for persons for any field-based experience or internship
4-38 required for certification. The options must, to the greatest
4-39 extent practicable, involve interaction with a diverse student
4-40 population, including students with disabilities.

4-41 SECTION 9. Section 21.451, Education Code, is amended by
4-42 adding Subsection (a-2) to read as follows:

4-43 (a-2) In designing the staff development described by
4-44 Subsection (a), a school district must use procedures that, to the
4-45 greatest extent possible, ensure the training included in the staff
4-46 development:

4-47 (1) incorporates proactive instructional planning
4-48 techniques using a framework that:

4-49 (A) provides flexibility in the ways:

4-50 (i) information is presented;

4-51 (ii) students respond or demonstrate
4-52 knowledge and skills; and

4-53 (iii) students are engaged;

4-54 (B) reduces barriers in instruction;

4-55 (C) provides appropriate accommodations,
4-56 supports, and challenges; and

4-57 (D) maintains high achievement expectations for
4-58 all students, including students with disabilities and students of
4-59 limited English proficiency; and

4-60 (2) integrates inclusive and evidence-based
4-61 instructional practices for all students, including students with
4-62 disabilities.

4-63 SECTION 10. This Act takes effect September 1, 2021.

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