

1-1 By: Lucio S.B. No. 529
 1-2 (In the Senate - Filed January 19, 2017; February 8, 2017,
 1-3 read first time and referred to Committee on Education;
 1-4 May 1, 2017, reported adversely, with favorable Committee
 1-5 Substitute by the following vote: Yeas 11, Nays 0; May 1, 2017,
 1-6 sent to printer.)

1-7 COMMITTEE VOTE

	Yea	Nay	Absent	PNV
1-8 Taylor of Galveston	X			
1-9 Lucio	X			
1-10 Bettencourt	X			
1-11 Campbell	X			
1-12 Hall	X			
1-13 Huffines	X			
1-14 Hughes	X			
1-15 Seliger	X			
1-16 Taylor of Collin	X			
1-17 Uresti	X			
1-18 West	X			

1-20 COMMITTEE SUBSTITUTE FOR S.B. No. 529 By: Lucio

1-21 A BILL TO BE ENTITLED
 1-22 AN ACT

1-23 relating to improving training and staff development for primary
 1-24 and secondary educators to enable them to more effectively serve
 1-25 all students.

1-26 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

1-27 SECTION 1. Section 21.001, Education Code, is amended to
 1-28 read as follows:

1-29 Sec. 21.001. DEFINITIONS [DEFINITION]. In this chapter:

1-30 (1) "Commissioner" [~~," commissioner"~~] includes a
 1-31 person designated by the commissioner.

1-32 (2) "Universal design for learning" means a
 1-33 scientifically valid framework for guiding educational practice
 1-34 that:

1-35 (A) provides flexibility in the ways:
 1-36 (i) information is presented;
 1-37 (ii) students respond or demonstrate
 1-38 knowledge and skills; and

1-39 (iii) students are engaged;

1-40 (B) reduces barriers in instruction;

1-41 (C) provides appropriate accommodations,
 1-42 supports, and challenges; and

1-43 (D) maintains high achievement expectations for
 1-44 all students, including students with disabilities and students of
 1-45 limited English proficiency.

1-46 SECTION 2. Section 21.044, Education Code, is amended by
 1-47 amending Subsections (a), (b), (c-1), and (g) and adding Subsection
 1-48 (a-1) to read as follows:

1-49 (a) The board shall propose rules:

1-50 (1) specifying what each educator is expected to know
 1-51 and be able to do, particularly with regard to students with
 1-52 disabilities;

1-53 (2) establishing the training requirements a person
 1-54 must accomplish to obtain a certificate, enter an internship, or
 1-55 enter an induction-year program; and

1-56 (3) specifying [~~The board shall specify~~] the minimum
 1-57 academic qualifications required for a certificate.

1-58 (a-1) The minimum academic qualifications for a certificate
 1-59 specified under Subsection (a) must require that the person
 1-60 demonstrate:

2-1 (1) basic knowledge of each disability category under
2-2 the Individuals with Disabilities Education Act (20 U.S.C. Section
2-3 1400 et seq.) and how each category can affect student learning and
2-4 development; and

2-5 (2) competence in the use of evidence-based inclusive
2-6 instructional practices, including:

2-7 (A) universal design for learning principles;
2-8 (B) general and special education collaborative
2-9 and co-teaching models and approaches;

2-10 (C) multitiered systems of support, including
2-11 response to intervention strategies, classroom and school level
2-12 data-based collaborative structures, and evidence-based strategies
2-13 for intervention and progress monitoring systems in academic areas;
2-14 (D) classroom management techniques using
2-15 evidence-based behavioral intervention strategies and supports;
2-16 and

2-17 (E) appropriate adaptation strategies, including
2-18 accommodations, modifications, and instruction in the use of
2-19 assistive technology for instruction provided using universal
2-20 design for learning principles.

2-21 (b) The [Any] minimum academic qualifications for a
2-22 certificate specified under Subsection (a) [~~that require a person~~
2-23 ~~to possess a bachelor's degree~~] must [~~also~~] require that the person
2-24 receive, as part of the training required to obtain that
2-25 certificate, instruction in detection and education of students
2-26 with dyslexia.

2-27 (c-1) The [Any] minimum academic qualifications for a
2-28 certificate specified under Subsection (a) [~~that require a person~~
2-29 ~~to possess a bachelor's degree~~] must [~~also~~] require that the person
2-30 receive, as part of the training required to obtain that
2-31 certificate, instruction regarding mental health, substance abuse,
2-32 and youth suicide. The instruction required must:

2-33 (1) be provided through a program selected from the
2-34 list of recommended best practice-based programs established under
2-35 Section 161.325, Health and Safety Code; and

2-36 (2) include effective strategies for teaching and
2-37 intervening with students with mental or emotional disorders,
2-38 including de-escalation techniques and positive behavioral
2-39 interventions and supports.

2-40 (g) Each educator preparation program must provide
2-41 information regarding:

2-42 (1) the skills that educators are required to possess,
2-43 the responsibilities that educators are required to accept, and the
2-44 high expectations for all students, including students with
2-45 disabilities, in this state;

2-46 (2) the effect of supply and demand forces on the
2-47 educator workforce in this state;

2-48 (3) the performance over time of the educator
2-49 preparation program;

2-50 (4) the importance of building strong classroom
2-51 management skills; and

2-52 (5) the framework in this state for teacher and
2-53 principal evaluation, including the procedures followed in
2-54 accordance with Subchapter H.

2-55 SECTION 3. Section 21.0443(b), Education Code, is amended
2-56 to read as follows:

2-57 (b) To be eligible for approval or renewal of approval, an
2-58 educator preparation program must:

2-59 (1) use a universal design for learning framework
2-60 integrating inclusion for all students, including students with
2-61 disabilities, and evidence-based instruction and intervention
2-62 strategies throughout course work, clinical experiences, and
2-63 student teaching to adequately prepare candidates for educator
2-64 certification; and

2-65 (2) meet the standards and requirements of the board.

2-66 SECTION 4. Section 21.045(a), Education Code, is amended to
2-67 read as follows:

2-68 (a) The board shall propose rules necessary to establish
2-69 standards to govern the continuing accountability of all educator

3-1 preparation programs based on the following information that is
3-2 disaggregated with respect to race, sex, and ethnicity:

3-3 (1) results of the certification examinations
3-4 prescribed under Section 21.048(a);

3-5 (2) performance based on the appraisal system for
3-6 beginning teachers adopted by the board;

3-7 (3) achievement, including improvement in
3-8 achievement, of all students, including students with
3-9 disabilities, taught by beginning teachers for the first three
3-10 years following certification, to the extent practicable;

3-11 (4) compliance with board requirements regarding the
3-12 frequency, duration, and quality of structural guidance and ongoing
3-13 support provided by field supervisors to candidates completing
3-14 student teaching, clinical teaching, or an internship; and

3-15 (5) results from a teacher satisfaction survey,
3-16 developed by the board with stakeholder input, of new teachers
3-17 performed at the end of the teacher's first year of teaching.

3-18 SECTION 5. Section 21.0453(a), Education Code, is amended
3-19 to read as follows:

3-20 (a) The board shall require an educator preparation program
3-21 to provide candidates for teacher certification with information
3-22 concerning the following:

3-23 (1) skills and responsibilities required of teachers
3-24 with regard to all students, including students with disabilities;

3-25 (2) expectations for student performance, including
3-26 students with disabilities, based on state standards;

3-27 (3) the current supply of and demand for teachers in
3-28 this state;

3-29 (4) the importance of developing classroom management
3-30 skills; and

3-31 (5) the state's framework for appraisal of teachers
3-32 and principals.

3-33 SECTION 6. Section 21.046(b), Education Code, is amended to
3-34 read as follows:

3-35 (b) The qualifications for certification as a principal
3-36 must be sufficiently flexible so that an outstanding teacher may
3-37 qualify by substituting approved experience and professional
3-38 training for part of the educational requirements. Supervised and
3-39 approved on-the-job experience in addition to required internship
3-40 shall be accepted in lieu of classroom hours. The qualifications
3-41 must emphasize:

3-42 (1) instructional leadership, including the ability
3-43 to create an inclusive school environment and to foster parent
3-44 involvement;

3-45 (2) administration, supervision, and communication
3-46 skills;

3-47 (3) curriculum and instruction management;

3-48 (4) performance evaluation;

3-49 (5) organization; and

3-50 (6) fiscal management.

3-51 SECTION 7. Section 21.047(c), Education Code, is amended to
3-52 read as follows:

3-53 (c) A center may develop and implement a comprehensive
3-54 field-based educator preparation program to supplement the
3-55 internship hours required in Section 21.050. This comprehensive
3-56 field-based teacher program must:

3-57 (1) be designed on the basis of current research into
3-58 state-of-the-art teaching practices applicable to all students,
3-59 including students with disabilities, curriculum theory and
3-60 application within diverse student populations, evaluation of
3-61 student outcomes, and the effective application of technology; and

3-62 (2) have rigorous internal and external evaluation
3-63 procedures that focus on content, delivery systems, and teacher and
3-64 student outcomes.

3-65 SECTION 8. Sections 21.051(b) and (f), Education Code, are
3-66 amended to read as follows:

3-67 (b) Before a school district may employ a candidate for
3-68 certification as a teacher of record, the candidate must complete
3-69 at least 15 hours of field-based experience in which the candidate

4-1 is actively engaged in instructional or educational activities
4-2 involving a diverse student population that, to the greatest extent
4-3 practicable, includes students with disabilities under supervision
4-4 at:

4-5 (1) a public school campus accredited or approved for
4-6 the purpose by the agency; or

4-7 (2) a private school recognized or approved for the
4-8 purpose by the agency.

4-9 (f) The board shall propose rules providing flexible
4-10 options for persons for any field-based experience or internship
4-11 required for certification. The options must, to the greatest
4-12 extent practicable, involve interaction with a diverse student
4-13 population, including students with disabilities.

4-14 SECTION 9. Section 21.4511(b), Education Code, is amended
4-15 to read as follows:

4-16 (b) The training under this section shall include training
4-17 relating to implementing curriculum and instruction that is aligned
4-18 with the foundation curriculum described by Section 28.002(a)(1)
4-19 and standards and expectations for college readiness, as determined
4-20 by State Board of Education rule under Section 28.008(d). In order
4-21 to create a classroom environment that meets the individual
4-22 learning needs of each student, the training must emphasize
4-23 inclusive collaborative strategies and providing instruction using
4-24 a universal design for learning framework to the greatest extent
4-25 practicable.

4-26 SECTION 10. The commissioner of education is required to
4-27 implement this Act only if the legislature appropriates money
4-28 specifically for that purpose. If the legislature does not
4-29 appropriate money specifically for that purpose, the commissioner
4-30 of education may, but is not required to, implement this Act using
4-31 other funds available for the purpose.

4-32 SECTION 11. This Act takes effect September 1, 2017.

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