

By: González of El Paso

H.B. No. 116

A BILL TO BE ENTITLED

AN ACT

1
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 21.044, Education Code, is amended by
7 amending Subsections (a), (b), (c-1), and (g) and adding Subsection
8 (a-1) to read as follows:

9 (a) The board shall propose rules:

10 (1) specifying what each educator is expected to know
11 and be able to do, particularly with regard to students with
12 disabilities;

13 (2) establishing the training requirements a person
14 must accomplish to obtain a certificate, enter an internship, or
15 enter an induction-year program; and

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

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

20 (1) basic knowledge of each disability category under
21 the Individuals with Disabilities Education Act (20 U.S.C. Section
22 1400 et seq.) and how each category can affect student learning and
23 development;

24 (2) competence in the use of proactive instructional

1 planning techniques that:

2 (A) provide flexibility in the ways:

3 (i) information is presented;

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

6 (iii) students are engaged;

7 (B) reduce barriers in instruction;

8 (C) provide appropriate accommodations,
9 supports, and challenges; and

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

13 (3) competence in the use of evidence-based inclusive
14 instructional practices, including:

15 (A) general and special education collaborative
16 and co-teaching models and approaches;

17 (B) multitiered systems of support, including
18 response to intervention strategies, classroom and school level
19 data-based collaborative structures, and evidence-based strategies
20 for intervention and progress monitoring systems in academic areas;

21 (C) classroom management techniques using
22 evidence-based behavioral intervention strategies and supports;
23 and

24 (D) appropriate adaptation strategies, including
25 accommodations, modifications, and instruction in the use of
26 assistive technology for instruction.

27 (b) The [~~Any~~] minimum academic qualifications for a

1 certificate specified under Subsection (a) [~~that require a person~~
2 ~~to possess a bachelor's degree~~] must [~~also~~] require that the person
3 receive, as part of the training required to obtain that
4 certificate, instruction in detection and education of students
5 with dyslexia.

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

12 (1) be provided through a program selected from the
13 list of recommended best practice-based programs and
14 research-based practices established under Section [161.325](#), Health
15 and Safety Code; and

16 (2) include effective strategies for teaching and
17 intervening with students with mental or emotional disorders,
18 including de-escalation techniques and positive behavioral
19 interventions and supports.

20 (g) Each educator preparation program must provide
21 information regarding:

22 (1) the skills that educators are required to possess,
23 the responsibilities that educators are required to accept, and the
24 high expectations for all students, including students with
25 disabilities, in this state;

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

1 (3) the performance over time of the educator
2 preparation program;

3 (4) the importance of building strong classroom
4 management skills;

5 (5) the framework in this state for teacher and
6 principal evaluation, including the procedures followed in
7 accordance with Subchapter H; and

8 (6) appropriate relationships, boundaries, and
9 communications between educators and students.

10 SECTION 2. Section 21.0443(b), Education Code, is amended
11 to read as follows:

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

14 (1) incorporate proactive instructional planning
15 techniques throughout course work and across content areas using a
16 framework that:

17 (A) provides flexibility in the ways:

18 (i) information is presented;

19 (ii) students respond or demonstrate
20 knowledge and skills; and

21 (iii) students are engaged;

22 (B) reduces barriers in instruction;

23 (C) provides appropriate accommodations,
24 supports, and challenges; and

25 (D) maintains high achievement expectations for
26 all students, including students with disabilities and students of
27 limited English proficiency;

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

5 (3) adequately prepare candidates for educator
6 certification; and

7 (4) meet the standards and requirements of the board.

8 SECTION 3. Section 21.045(a), Education Code, is amended to
9 read as follows:

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

14 (1) results of the certification examinations
15 prescribed under Section 21.048(a);

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

18 (3) achievement, including improvement in
19 achievement, of all students, including students with
20 disabilities, taught by beginning teachers for the first three
21 years following certification, to the extent practicable;

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

26 (5) results from a teacher satisfaction survey,
27 developed by the board with stakeholder input, of new teachers

1 performed at the end of the teacher's first year of teaching.

2 SECTION 4. Section 21.0453(a), Education Code, is amended
3 to read as follows:

4 (a) The board shall require an educator preparation program
5 to provide candidates for teacher certification with information
6 concerning the following:

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

9 (2) expectations for student performance, including
10 students with disabilities, based on state standards;

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

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

15 (5) the state's framework for appraisal of teachers
16 and principals.

17 SECTION 5. Section 21.046(b), Education Code, is amended to
18 read as follows:

19 (b) The qualifications for certification as a principal
20 must be sufficiently flexible so that an outstanding teacher may
21 qualify by substituting approved experience and professional
22 training for part of the educational requirements. Supervised and
23 approved on-the-job experience in addition to required internship
24 shall be accepted in lieu of classroom hours. The qualifications
25 must emphasize:

26 (1) instructional leadership, including the ability
27 to create an inclusive school environment and to foster parent

1 involvement;

2 (2) administration, supervision, and communication
3 skills;

4 (3) curriculum and instruction management;

5 (4) performance evaluation;

6 (5) organization; and

7 (6) fiscal management.

8 SECTION 6. Section 21.047(c), Education Code, is amended to
9 read as follows:

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

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

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

22 SECTION 7. Sections 21.051(b) and (f), Education Code, are
23 amended to read as follows:

24 (b) Before a school district may employ a candidate for
25 certification as a teacher of record and, except as provided by
26 Subsection (b-1), after the candidate's admission to an educator
27 preparation program, the candidate must complete at least 15 hours

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

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

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

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

15 SECTION 8. Section 21.451, Education Code, is amended by
16 adding Subsection (a-2) to read as follows:

17 (a-2) In designing the staff development described by
18 Subsection (a), a school district must use procedures that, to the
19 greatest extent possible, ensure the training included in the staff
20 development:

21 (1) incorporates proactive instructional planning
22 techniques using a framework that:

23 (A) provides flexibility in the ways:

24 (i) information is presented;

25 (ii) students respond or demonstrate
26 knowledge and skills; and

27 (iii) students are engaged;

- 1 (B) reduces barriers to instruction;
2 (C) provides appropriate accommodations,
3 supports, and challenges; and
4 (D) maintains high achievement expectations for
5 all students, including students with disabilities and students of
6 limited English proficiency; and
7 (2) integrates inclusive and evidence-based
8 instructional practices for all students, including students with
9 disabilities.

10 SECTION 9. This Act takes effect September 1, 2019.