

SUBJECT: Revising continuing education, training requirements for educators, others

COMMITTEE: Public Education — committee substitute recommended

VOTE: 13 ayes — Dutton, Lozano, Allen, Allison, K. Bell, Bernal, Buckley, M. González, Huberty, K. King, Meza, Talarico, VanDeaver

0 nays

SENATE VOTE: On final passage, April 21 — 31-0

WITNESSES: No public hearing.

BACKGROUND: Concerns have been raised about the impact of training requirements on teacher's time for teaching and their decisions to remain in their jobs. Proposals have been made to reduce and consolidate duplicative training so that teachers can hone their craft, with many recommendations coming from a workgroup arising from a Senate interim charge that recently looked at the issue.

DIGEST: CSSB 1267 would make numerous revisions to the statutes governing training and continuing education for educators and other school personnel. The bill would require the State Board for Educator Certification (SBEC) to publish a clearinghouse of information on continuing education and training for school personnel, establish an advisory group to give input on the clearinghouse, and require the board of trustees of a school district and the governing body of an open-enrollment charter school to adopt professional development policies. The bill also would revise continuing education and staff development training requirements and provisions on reading and math instruction academies.

Continuing education and training clearinghouse, advisory group.

The SBEC would be required to publish a comprehensive clearinghouse of information on continuing education and training requirements for educators other school personnel. The clearinghouse would have to be published by June 1, 2022.

The clearinghouse would have to include best practices and industry recommendations for the frequency for training of educators and other school personnel and be published in consultation with the clearinghouse advisory group.

The board would have to establish a clearinghouse advisory group consisting of educators, including classroom teachers, and representatives of organizations that represented educators to review and provide input on best practices and industry recommendations included in the clearinghouse. The board would have to ensure the clearinghouse reflected input from the advisory group.

By December 1 of each even-numbered year, the clearinghouse advisory group would have to complete a review of the clearinghouse and submit a report to the Legislature of the group's recommendations on whether any required continuing education or training could be reduced, eliminated, or consolidated with other existing continuing education or training.

Annual adoption of professional development policy. The bill would require the board of trustees of a school district and the governing body of an open-enrollment charter school, to the extent applicable, to annually review the published clearinghouse and adopt a professional development policy that:

- was guided by the recommendations for training in the clearinghouse;
- noted any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and
- included a schedule of all training required for educators or other school personnel at the district or school.

The policies would have to be adopted by August 1, 2022.

If there were a conflict, a frequency requirement for the completion of training provided by statute would prevail over a frequency requirement

for that training included in a policy adopted by the board of trustees of a school district or the governing body of an open-enrollment charter school.

The education commissioner could not adopt rules about a required frequency for the completion of training unless a frequency for that training was provided by statute and the commissioner had been granted explicit rulemaking authority related to that training.

Training implementation. The bill would require several currently required trainings to be implemented in accordance with a district's professional development policy, including:

- instructions related to cardiopulmonary resuscitation and use of an automated external defibrillator;
- procedures for certain personnel to be certified in cardiopulmonary resuscitation and first aid;
- certain University Interscholastic League safety training programs;
- training related to the awareness and prevention of sexual abuse, sex trafficking and other maltreatment of children;
- training in trauma-informed care;
- training in administering an epinephrine auto-injector;
- certain training programs for suicide prevention; and
- certain staff development training related to suicide prevention, strategies for establishing and maintaining positive relationships among students, and preventing and responding to bullying incidents.

Continuing education, staff development training. CSSB 1267 would revise the continuing education requirements for educators to require that they include training on educating students with disabilities.

The bill would revise continuing education requirements for classroom teachers, principals, and counselors so that certain topics, instead of having to be at least 25 percent of the training required every 5 years, could be no more than 25 percent of that training.

The bill also would eliminate requirements for teacher and principal training to include certain specific topics, including ones under the current category on educating diverse student populations and ones relating to mental conditions, grief, and trauma.

The bill would remove requirements for staff development training on certain topics, including recognizing signs of mental health conditions and substance abuse and how grief and trauma relate to student learning and behavior. The bill also would eliminate a requirement for certain annual training for new employees on suicide prevention and certain mental health and relationship topics.

Reading instruction academies. The bill would revise numerous provisions relating to teacher literacy achievement academies. The academies would have to be made available by the education commissioner to teachers at any grade level, rather than the current requirement that they be available for kindergarten through third grade. The current content requirements for the academies would be applied only to academies for kindergarten through third grade, and the bill would establish content requirements for literacy achievement academies for teachers of other grade levels. The education commissioner would have to require certain teachers to attend a literacy achievement academy based on the subject and grade taught and performance of the teacher's campus.

Under the bill, completion of a literacy achievement academy would satisfy certain training requirements for educators who teach students with dyslexia.

CSSB 1267 would extend from the 2021-22 school year until the 2022-23 school year deadlines for certain teachers to attend teacher literacy achievement academies.

The bill would repeal provisions establishing teacher reading academies for teachers in the sixth through eighth grades and reading-to-learn academies for teachers of students in the fourth and fifth grade.

Mathematics instruction academies. The education commissioner would have to make mathematics achievement academies available to teachers at any grade level, rather than only to teachers of kindergarten through third grade. The bill also would expand some of the content requirements for the academies.

The bill would repeal several provisions relating to mathematics training, including ones requiring the commissioner to develop certain training materials and resources, establishing the mathematics instructional coaches pilot program, and establishing professional development institutes for math teachers in grades five through eight.

The bill would revise the authorized uses of certain grants related to math skills acquisition.

Other provisions. The bill includes several provisions relating to the Texas English Language Proficiency Assessment System (TELPAS) training. The bill prohibits the education commissioner from requiring a school district employee to repeat successfully completed training or online calibration activities related to administering the TELPAS, unless the training or online calibration had changed significantly since the employee completed the training.

CSSB 1267 would make other changes related to training, including:

- expanding how teachers could complete a required mentor training program;
- revising several provisions of a University Interscholastic League safety training program;
- limiting requirements for certain training related to dating violence to campuses with students in sixth grade or higher;
- allowing training in traumatic injury response protocols to be provided as an online course;
- revising training requirements related to trauma-informed care;
- limiting the education commissioner's authority to require annual

- training for certain district employees on the administration of assessment instruments;
- repealing provisions requiring the Texas Tech University Center at Junction to present teachers and state park employees courses in teaching a nature science curriculum;
 - repealing provisions relating to optional school bus emergency evacuation training; and
 - eliminating a requirement for districts to report annually on the number of personnel who had completed training on trauma-informed care.

To the extent of any conflict, the bill would prevail over another act of the 87th Legislature, Regular Session, 2021, relating to nonsubstantive additions to and corrections in enacted codes.

The Texas Education Agency would be required to implement a provision of the bill only if the Legislature appropriated money specifically for that purpose. If the Legislature did not appropriate money specifically for that purpose, the Texas Education Agency could, but would not be required to, implement a provision using other appropriations.

This bill would take immediate effect if finally passed by a two-thirds record vote of the membership of each house. Otherwise, it would take effect September 1, 2021. It would take effect beginning with the 2021-22 school year.

NOTES:

The House companion bill, HB 3804 by Lozano, was considered in a public hearing by the House Public Education Committee on April 6 and left pending.

The Legislative Budget Board estimates that the bill would have a negative impact to general revenue related funds of \$200,000 through the fiscal 2022-23 biennium.