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## SB1267 PROFESSIONAL DEVELOPMENT REQUIREMENTS

SB1267 as finally passed will streamline professional development requirements in statute and empower local school boards to make decisions related to professional development that make the most sense for local communities. This bill reflects the work of the Teacher Workforce Committee, a group formed in response to an 86th Legislature Senate Education Committee interim charge.

The workgroup was charged to review existing continuing education, professional development, and other training requirements for educators and to examine whether those requirements should be reduced, eliminated or consolidated. TSTA actively participated in this workgroup and fought to keep the bill as finally passed as true to the intent of the workgroup as possible.

A critical aspect of this bill that TSTA fought for was the separation of professional development requirements made by districts for employees and those required for certificate renewal. TSTA believes continuing professional education (CPE) should be educator-selected and related to honing their craft, and this is something we pushed hard for in the committee.

The legislation as finally passed requires the State Board for Educator Certification (SBEC) to publish a clearinghouse of continuing education and training requirements including best practice and industry recommendations for the frequency of such training. The legislation also consolidates duplicative training, frees additional hours in CPE requirements to be educator-selected, and refines record-keeping and reporting requirements by districts related to professional development.

The bill also requires the SBEC to establish a clearinghouse advisory group consisting of educators and representatives of organizations that represent educators to review and provide input regarding those best practices and industry recommendations. The advisory group is required to evaluate the clearinghouse and submit recommendations to the Legislature every interim.

In addition to incorporating educator input into clearinghouse contents and ongoing review of educator trainings, the bill amends the education code in four major ways:

- eliminates some annual trainings;
- eliminates some frequency requirements in statute;
- restricts the commissioner's ability to determine frequency requirements;
- removes mandatory topics from CPE and district staff development training;
- consolidates various reading and math academy provisions; and
- reinstates the cap on CPE to "no more than 25%" (instead of "at least 25%")

## ANNUAL TRAININGS ELIMINATED

### STAAR Administration Training

- no longer required of all district employees involved in the administration of the assessment
- Only required annually for the employee who oversees the administration of STAAR
- The campus employee responsible for overseeing the STAAR administration can determine, with discretion, which campus employees must complete the training

### Cybersecurity Training

- Only district cybersecurity coordinator must complete cybersecurity training annually
- Any other employee may be required to complete cybersecurity training as determined by the district

### Anaphylaxis, CPR and Defibrillator Training

- To be adopted in accordance with policies recommended by the clearinghouse for school personnel, volunteer, coach, trainer and extracurricular sponsor

## FREQUENCY REQUIREMENTS ELIMINATED

- Rather than have frequency requirements set in statute, SBEC will publish a clearinghouse of all educator training requirements not later than June 1, 2022, which will include best practices and industry-based frequency recommendations.
- The bill provides that the commissioner may not adopt rules regarding training frequency unless the frequency is provided by statute and commissioner is granted rulemaking authority related to that training
- School boards will decide professional development policies locally based on clearinghouse recommendations, including frequency requirement policies
- Any differences in adopted policies and clearinghouse recommendations must be noted

## NEW COMMISSIONER RESTRICTION ON FREQUENCY REQUIREMENTS

- TEC 21.451: staff development in suicide prevention, strategies for establishing and maintaining positive relationships among students, conflict resolution, preventing and identifying bullying
  - will no longer be required at frequencies established by TEA but instead will be required at frequencies recommended by clearinghouse and decided by school boards
- TEC 38.0041: recognizing signs of sexual abuse
  - will no longer be required at frequencies established by TEA but instead will be required at frequencies recommended by clearinghouse and decided by school boards
- TEC 38.036: grief and trauma
  - will no longer be required at frequencies established by TEA but instead will be required at frequencies recommended by clearinghouse and decided by school boards
  - will be required for new employees
- TEC 21.4571: TELPAS training
  - commissioner may not require employee to complete training or online calibration activities if the employee has previously completed the training unless either the administration or TELPAS test has changed

- the district employee assigned to oversee the administration of the TELPAS may, with discretion, require other employees to complete training or online calibration
  - districts may no longer require educators to complete TELPAS trainings in one setting
- LPAC training: TEA may not require members of the language proficiency assessment committee to complete training to serve on that committee
- Dating violence
  - limited training to just annual for new employees

## MANDATORY TOPICS ELIMINATED FROM CPE

- Related to how best to educate students who receive 504 services
- Related to how best to educate students with mental health conditions or who engage in substance abuse
- Related to how best to educate students with intellectual or developmental disabilities
- Related to how best to educate students with limited English proficiency
- Related to how mental health conditions, including grief and trauma, affect student learning and how trauma-informed strategies support student success

(Still a CPE requirement related to training on how best to educate students with disabilities)

## MANDATORY TOPICS ELIMINATED FROM DISTRICT STAFF DEVELOPMENT

- Recognizing signs of mental health and substance abuse

## CONSOLIDATED TRAINING REQUIREMENTS

### Reading Academies

- Consolidates statutory provisions pre-HB 3 with HB 3 reading academies

### Math Academies

- Extends the availability of mathematics achievement academies to teachers who provide math instruction at any grade level;
- Repeals provisions requiring the commissioner to develop and make available to districts certain mathematics teacher training resources, provisions establishing the mathematics instructional coaches pilot program, and provisions establishing professional development institutes in mathematics for teachers who provide mathematics instruction at the fifth through eighth grade levels;
- Requires a mathematics achievement academy, as appropriate for the grade level at which an attendee teaches, to incorporate certain content requirements applicable to professional development institutes in mathematics; and
- Revises the purposes of research grants for the study of mathematics skills acquisition and program effectiveness to include monitoring the effectiveness for student performance and examining the effect on teacher classroom performance of mathematics achievement academies instead of monitoring and examining those aspects of professional development institutes.

## MISC

### UIL Safety Training

- Removes requirement for a physician who is a district employee or volunteer to complete program

- Removes CPR training requirement unless there are statutory provisions specifying an individual involved in the program is required to receive training
- Repeals provisions requiring UIL to provide safety training to certain students

### Bleeding Control

- Permits certain bleeding control training to be provided as an online course

### Dating Violence

- Limits training to annual for new employees

### Mentor Training

- Authorizes the district to allow completion of commissioner-approved mentor induction training to satisfy district-provided mentor training requirement for teachers seeking to serve as mentors or any mentor supervisor

### Reading Academy

- Extends deadline to 2022-23 school year
- Provides that reading academies satisfy the requirement that teachers of dyslexic students (most teachers) receive CPE in dyslexia training
- Provides that reading academies satisfy any SBOE requirement for training in the Dyslexia Handbook