

BILL ANALYSIS

C.S.H.B. 2205
By: Crownover
Public Education
Committee Report (Substituted)

BACKGROUND AND PURPOSE

In order to ensure that Texas children receive the best education possible, Texas teachers must receive the highest quality training possible. The goal of C.S.H.B. 2205 is to help increase the quality of education in Texas and to hold each educator preparation program accountable for the quality of the training provided by the program.

CRIMINAL JUSTICE IMPACT

It is the committee's opinion that this bill does not expressly create a criminal offense, increase the punishment for an existing criminal offense or category of offenses, or change the eligibility of a person for community supervision, parole, or mandatory supervision.

RULEMAKING AUTHORITY

It is the committee's opinion that this bill does not expressly grant any additional rulemaking authority to a state officer, department, agency, or institution.

ANALYSIS

C.S.H.B. 2205 amends the Education Code to increase from 14 to 15 the number of members of the State Board for Educator Certification (SBEC). The bill requires the governor, as soon as practicable after the bill's effective date, to appoint as a nonvoting member of SBEC a person who has experience working for and knowledge of an alternative educator preparation program and who is not affiliated with an institution of higher education. The bill requires SBEC's proposed rules for the sanction of educator preparation programs that do not meet accountability standards to provide the SBEC procedure for changing the accreditation status of a program that does not meet established accreditation standards or that violates an SBEC or Texas Education Agency regulation. The bill includes among the information that SBEC is required to make available regarding each educator preparation program the average ratio, for each semester, of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program and the percentage of teachers employed under a standard teaching certificate within one year of completing the program.

EFFECTIVE DATE

September 1, 2015.

COMPARISON OF ORIGINAL AND SUBSTITUTE

While C.S.H.B. 2205 may differ from the original in minor or nonsubstantive ways, the following comparison is organized and formatted in a manner that indicates the substantial differences between the introduced and committee substitute versions of the bill.

INTRODUCED

SECTION 1. Section 21.033, Education Code, is amended by adding Subsection (a-1) to read as follows:

(a-1) One voting member of the board appointed by the governor must have experience and knowledge regarding alternative educator preparation programs.

SECTION 2. Section 21.0451(a), Education Code, is amended.

SECTION 3. Sections 21.0452(b), (c), and (d), Education Code, are amended to read as follows:

(b) The board shall make available at least the following information regarding each educator preparation program:

HOUSE COMMITTEE SUBSTITUTE

SECTION 1. Section 21.033(a), Education Code, is amended to read as follows:

(a) The State Board for Educator Certification is composed of 15 [14] members. The commissioner of education shall appoint an employee of the agency to represent the commissioner as a nonvoting member. The commissioner of higher education shall appoint an employee of the Texas Higher Education Coordinating Board to represent the commissioner as a nonvoting member. The governor shall appoint two nonvoting members. The governor shall appoint a dean of a college of education in this state as one of the [a] nonvoting members [member].

The governor shall appoint a person who has experience working for and knowledge of an alternative educator preparation program and who is not affiliated with an institution of higher education as one of the nonvoting members. The remaining 11 members are appointed by the governor with the advice and consent of the senate, as follows:

(1) four members must be teachers employed in public schools;

(2) two members must be public school administrators;

(3) one member must be a public school counselor; and

(4) four members must be citizens, three of whom are not and have not, in the five years preceding appointment, been employed by a public school district or by an educator preparation program in an institution of higher education and one of whom is not and has not been employed by a public school district or by an educator preparation program in an institution of higher education.

SECTION 2. Same as introduced version.

SECTION 3. Sections 21.0452(b), (c), and (d), Education Code, are amended to read as follows:

(b) The board shall make available at least the following information regarding each educator preparation program:

- (1) the information specified in Sections 21.045(a) and (b);
- (2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:
 - (A) average overall grade point average and average grade point average in specific subject areas; and
 - (B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;
- (3) the degree to which persons who complete the program are successful in obtaining teaching positions;
- (4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:
 - (A) students with disabilities; and
 - (B) students of limited English proficiency, as defined by Section 29.052;
- (5) the activities offered by the program that are designed to prepare teachers to:
 - (A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and
 - (B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
- (6) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;
- (7) the percentage of teachers employed under a standard teaching certificate within one year of completing the program;
- (8) the perseverance of beginning teachers in the profession, as determined on the basis of the number of beginning teachers who maintain status as active contributing members in the Teacher Retirement System of Texas for at least three years after certification in comparison to similar programs;
- (9) [~~7~~] the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom; and

- (1) the information specified in Sections 21.045(a) and (b);
- (2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:
 - (A) average overall grade point average and average grade point average in specific subject areas; and
 - (B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;
- (3) the degree to which persons who complete the program are successful in obtaining teaching positions;
- (4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:
 - (A) students with disabilities; and
 - (B) students of limited English proficiency, as defined by Section 29.052;
- (5) the activities offered by the program that are designed to prepare teachers to:
 - (A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and
 - (B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
- (6) for each semester, the average ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;
- (7) the percentage of teachers employed under a standard teaching certificate within one year of completing the program;
- (8) the perseverance of beginning teachers in the profession, as determined on the basis of the number of beginning teachers who maintain status as active contributing members in the Teacher Retirement System of Texas for at least three years after certification in comparison to similar programs;
- (9) [~~7~~] the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom; and

(10) [~~(8)~~] the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants.

(c) For purposes of Subsection (b)(9) [~~(b)(7)~~], the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.

(d) For purposes of Subsections (b)(9) [~~(b)(7)~~] and (10) [~~(8)~~], the board shall develop surveys for distribution to program participants and school principals.

SECTION 4. Subchapter B, Chapter 21, Education Code, is amended by adding Section 21.0454 to read as follows:

Sec. 21.0454. FIELD SUPERVISORS. The board shall propose rules to establish minimum standards for field supervisor to candidate ratios in educator preparation programs to ensure the effective supervision of candidates.

SECTION 5. Section 21.033(a-1), Education Code, as added by this Act, regarding the qualifications of one voting member of the State Board for Educator Certification, does not affect the entitlement of a member serving on the board immediately before the effective date of this Act to continue to serve as a member of the board for the remainder of the member's term. After a term of a voting member expires on February 1, 2017, the governor shall appoint a member who meets the requirements under Section 21.033(a-1), Education Code, as added by this Act.

SECTION 6. This Act takes effect September 1, 2015.

(10) [~~(8)~~] the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants.

(c) For purposes of Subsection (b)(9) [~~(b)(7)~~], the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.

(d) For purposes of Subsections (b)(9) [~~(b)(7)~~] and (10) [~~(8)~~], the board shall develop surveys for distribution to program participants and school principals.

No equivalent provision.

SECTION 4. As soon as practicable after the effective date of this Act, the governor shall appoint as a nonvoting member of the State Board for Educator Certification a person who has experience working for and knowledge of an alternative educator preparation program and who is not affiliated with an institution of higher education, as required by Section 21.033(a), Education Code, as amended by this Act.

SECTION 5. Same as introduced version.