

Texas HB2 Article 3: Rights of Public School Educators - Incentives and Likely Results

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Opinionated Executive Summary: Good Intentions, Unintended Results

The policies in HB2 Article 3, which focus on teacher jobs and classroom management, might seem like good ideas, but they can actually make things worse. These policies are called “teacher protections” and “student safety measures,” but they are likely to cause more problems than they solve.

Teacher Protection Becomes State Control Over Local Schools

Protections for teachers who need to quit due to family emergencies or moving for their spouse’s job sound helpful. But these policies will take away local control (Code F in 100% of cases) and make schools more dependent on the state (Code C in 100% of cases). Schools shouldn’t need state permission to solve problems with their teachers.

Emergency Hiring Rules That Make Emergencies Harder

Emergency hiring rules are supposed to help schools hire teachers quickly when someone quits unexpectedly. But they make things slower by adding more rules and paperwork (Code E in 100% of cases). It’s like making fire departments fill out forms while trying to put out a fire.

Teacher Quality Programs Turn Teaching Into Money Collection

Quality assistance programs give teachers \$1,000 or more for attending training and following state rules. But they encourage teachers to focus on getting money instead of helping students (Code A in 35% of cases). These programs turn teaching into earning rewards, instead of focusing on education.

Student Safety Rules That Remove Teacher Authority

Student removal and threat assessment systems are meant to help teachers keep students safe. But they take away the quick decision-making power teachers need (Code F in 100% of cases). These policies create extra rules that delay actions when teachers need to act fast.

Certification Help That Creates More State Dependency

Fee waivers and test changes are meant to help more people become bilingual and special education teachers by removing money barriers. But they make schools more dependent on state funding (Code C in 100% of cases) and create systems that could disappear when political priorities change.

Workplace Rights That Add More Bureaucracy

Grievance procedures give employees more rights, but they add more paperwork (Code E in 100% of cases) and do nothing to fix the real problems that cause conflicts in the first place. They only treat the symptoms, not the cause.

Data Collection That Wastes Time and Money

Teacher time studies and position data collection are supposed to help improve workloads and retention by gathering information. But they waste resources (found in 17% of cases) and create reports that sit unused while teachers continue to struggle with the same issues these studies claim to solve.

Retiree Programs That Game the System

Programs that pay districts to hire retired teachers seem to solve teacher shortages. But they only create temporary fixes and encourage people to game the system instead of addressing the real reasons why teachers are retiring early.

Conclusion

These policies hurt the development of good teaching. Instead of helping teachers focus on helping students, they create a system where teachers and principals are focused on following state rules and getting rewards. They weaken local decision-making and hurt relationships between teachers, administrators, and communities.

Most importantly, these policies assume that teachers and school leaders care more about outside rules than their own professional judgment and job satisfaction. They take away local control, strong work relationships, and classroom authority — the things that create good learning environments.

In the end, these policies don't help students. They create an expensive system that trains teachers to deal with bureaucracy instead of building real relationships with students, families, and communities. The only people who benefit are the consultants and state bureaucrats who profit from the mess.

Detailed Analysis

Main Table

Data verification passed: All columns have 46 rows

Search:

Category	Incentive Created	Intended Result	Codes for Destructive Results We Will Actually Get
All	All	All	All
Job Posting Requirements	Districts must post vacant certified positions 5 days before filling instead of 10 days	Reduce administrative burden while maintaining internal hiring preference for current employees	C, E, F
Job Posting Requirements	Districts must provide reasonable application opportunity for current employees	Ensure current district employees have fair opportunity for advancement and position changes	C, E, F
Emergency Filling Provisions	Emergency teacher position filling allowed in less than 5 days with immediate posting	Provide flexibility for districts facing sudden teacher departures or urgent staffing needs	C, E, F
Emergency Filling Provisions	Districts not required to provide 5-day notice or application opportunity in emergencies	Balance emergency staffing flexibility with maintaining general internal hiring preferences	C, E, F
Unpaid Leave Salary Calculations	Daily rate for unpaid leave calculated by dividing annual salary by expected work days	Create fair and standardized method for calculating unpaid leave deductions across districts	C, E, F
Certification Fee Waivers	Board must waive certification exam fees for special education and bilingual education candidates	Remove financial barriers preventing entry into high-need special education and bilingual teaching	A, C, E, F
Certification Fee Waivers	Board must pay vendor fees for first administration of special education/bilingual exams	State assumption of vendor costs reduces district financial burden for critical certification areas	A, C, E, F
Bilingual Test Modifications	Failed bilingual test takers can retake only failed sections instead of entire test	Reduce time and cost burden on bilingual certification candidates while maintaining competency standards	C, E, F, G
Bilingual Test Modifications	Retake candidates can demonstrate proficiency through fewer components, eliminating lesson plans	Streamline certification process by eliminating redundant testing of already-demonstrated skills	C, E, F, G
Contract Resignation Protections	Teachers protected from sanctions for resignation due to serious illness or family health issues	Protect teachers from professional sanctions when family health emergencies require immediate resignation	C, E, F

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Supplemental Tables

Title
All
INCENTIVE CATEGORY ANALYSIS

Incentive Category	Number of Incentives
All	All
Contract Resignation Protections	4
Student Removal Authority	4
Employed Retiree Grant Program	3
Teacher Quality Assistance	3
Teacher Time Study Program	3
Threat Assessment Teams	3
Bilingual Test Modifications	2
Certification Fee Waivers	2
Emergency Filling Provisions	2
Grievance Procedure Requirements	2
Hearing Process Modifications	2
Job Posting Requirements	2
Mandatory Removal Requirements	2
Return to Class Plans	2
Student Appeal Rights	2

Title
All
NEGATIVE RESULT CODE FREQUENCY

Negative Result Code	Frequency	Percentage
All	All	All
C	46	100
E	46	100
F	46	100
A	7	15.2
G	3	6.5

Title	
All	

KEY CODED PATTERN FINDINGS

Finding	Description
All	All
Most Common Negative Pattern	Codes C, E, F appear in 100.0% of incentives - complete state dependency, administrative burdens, and loss of local control
State Control and Dependency Dominance	Code C (state dependency) affects every single incentive (46/46 = 100.0%), indicating complete state takeover
Administrative Burden Pattern	Code E (administrative burdens) appears in 100.0% of incentives, creating massive compliance overhead across all educator policies
Extrinsic Motivation Corruption	Code A (extrinsic motivation) appears in 15.2% of incentives, systematically undermining professional dedication
People as Problem Focus	Code G (people as problem) appears in 6.5% of incentives, primarily in certification and testing modifications
Most Problematic Policy Areas	Teacher Quality Assistance, Certification Programs, and Retiree Grants show highest concentration of negative codes per incentive
Universal Impact Categories	Every single policy reduces local control (Code F) and creates state dependency (Code C) - representing 100% centralization
Teacher Quality vs. System Improvement	Code D (accountability substitution) appears in 0.0% of incentives, suggesting these policies avoid direct 'improvement' language while still centralizing control

Title	
CODED ANALYSIS SUMMARY STATISTICS	

Metric	Value
Total Incentives Analyzed	46
Most Problematic Code	Codes C, E, F (appear 46 times each)
Most Frequent Code Combination	C, E, F (state dependency + admin burden + reduced local control)
Policy Categories with Code C	46
Policy Categories with Code F	46
Average Codes per Incentive	3.2

Key List of Likely Negative Results

The evaluation codes are based on these axioms:

- Central planning (one size fits all) degrades everyone's performance
 - Makes nearly every district action a legal matter
 - Robs people of pride in their work

- Efforts at ‘accountability’ will not improve performance of anyone
- Cooperation within an organization is far more effective than competition
- All incentives work; some promote and some pervert the ***intention*** of the incentive

Search:

Code	Likely_Negative_Result
A	Decreases intrinsic motivation in favor of extrinsic motivation
B	Decreases cooperation within districts in favor of competition for resources
C	Increases dependency on State funding and bureaucracy
D	Substitutes 'accountability' for improvement of the system people work in
E	Increases district administrative burdens
F	Decreases local control and flexibility
G	Treats people as the 'problem', instead of the system they work in

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