Q-Up April Forum Breakout Notes

Where NSQ Standards and TEKS Meet Texas Classrooms: Crowdsourcing the Next Wave of K-12 PD for SB 569.

Session: Designing What We Need: K-12 PD Ideation for Texas SB 569 Implementation
Date: April 23, 2026 **Time:** TBD

This session focuses on how Texas K-12 educators can design professional learning that supports SB 569 requirements for high-quality hybrid and virtual courses, including TEKS alignment, NSQ standards, and appropriate PD for teachers assigned to online or hybrid instruction.

Breakout Room Topics:

Topic Focus (3 rooms for a smaller Texas group):

Room 1: Converting TEKS-Aligned F2F Courses to Hybrid/Virtual That Meet NSQ & SB 569

Taking an existing TEKS-aligned face-to-face course and converting it to blended or online while ensuring clear, measurable objectives and strong alignment among objectives, assessments, materials, and activities, as emphasized in the QM K-12 Sixth Edition Rubric and NSQ standards for course design and instruction in online and hybrid learning, and consistent with SB 569 expectations for virtual course quality.

Room 2: Engagement, Interaction, Presence, and Academic Integrity Online

Designing interactive learning activities, learner-to-learner and learner-to-instructor interaction, and instructor presence in online/blended K-12 courses, consistent with NSQ expectations for student engagement and QM workshops that emphasize active learning—plus strategies for academic integrity in digital environments, including the thoughtful use of AI, authentic assessment, and human-accountable workflows aligned with district policy.

Room 3: Accessibility, UDL, and Learner Support in Texas Virtual Programs

Accessibility and usability, learner support standards, inclusive design, and Universal Design for Learning (UDL) in K-12 online courses, reflecting NSQ accessibility/support standards and QM K-12 rubric sections, with attention to how Texas districts can document that hybrid and virtual programs meet SB 569 expectations for serving diverse learners and students with disabilities.

Team Roles

Note-taker: [Your name here]
Reporter: [Name of person who will share out to full group]

Guiding Questions & Our Responses

Question 1:

What professional learning around this topic would be most useful in your context right now, especially in helping teachers design courses that meet NSQ and QM expectations **and comply with Texas SB 569 (e.g., TEKS-aligned, high-quality virtual/hybrid design, appropriate PD for online teachers)?**

Our ideas:

Connections to NSQ/QM standards and SB 569 we identified:

Question 2:

Which delivery modalities would work best for this PD in your context?
Consider: in-person/face-to-face, live virtual, facilitated online, self-paced asynchronous, hybrid models.

Our preferred modalities and why (including how they align with the virtual/hybrid models your district is planning or operating under SB 569):

Question 3:

What barriers do you face in accessing or implementing PD on this topic—and what role could tools like QM self-review or NSQ-aligned checklists play in overcoming those barriers and helping your district demonstrate SB 569 compliance?

Barriers we identified:

Potential role for self-review/evaluation tools (e.g., local evidence of TEKS/NSQ/SB 569 alignment):

Optional AI-Focused Prompts:

Question X:
Where do you need the most clarity regarding the use of AI right now? (This helps us narrow down skills gaps on the use of AI.)

- Classroom integration?
- Assessment redesign?
- Academic integrity?
- Accessibility implications?

If you could design the ideal professional development experience for any of these topics, what would that include? And what would it NOT include?

Question Y:
What type of PD fits realistically into your workload?

- Micro-credentials?
- 30-minute modules?
- Month-long cohorts?