

HOUSE BILL REPORT

HB 1426

As Reported by House Committee On:
Education

Title: An act relating to specifying minimum continuing education requirements for administrator and teacher certificate renewals that focus on equity-based school and classroom practices.

Brief Description: Specifying minimum continuing education requirements for administrator and teacher certificate renewals that focus on equity-based school and classroom practices.

Sponsors: Representatives Santos, Lekanoff, Johnson, J., Ortiz-Self, Davis, Simmons, Bergquist, Callan, Berg and Pollet.

Brief History:

Committee Activity:

Education: 2/5/21, 2/15/21 [DPS].

Brief Summary of Substitute Bill

- Specifies the content of some of the continuing education required for teacher and administrator certificate renewal.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 9 members: Representatives Santos, Chair; Dolan, Vice Chair; Ybarra, Ranking Minority Member; Berg, Bergquist, Callan, Ortiz-Self, Steele and Stonier.

Minority Report: Do not pass. Signed by 4 members: Representatives Walsh, Assistant Ranking Minority Member; McCaslin, McEntire and Rude.

Staff: Megan Wargacki (786-7194).

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not part of the legislation nor does it constitute a statement of legislative intent.

Background:

The Professional Educator Standards Board (PESB) adopts rules and creates policies for the preparation and certification of educators. The PESB's statutory duties include specifying the types and kinds of educator certificates to be issued and the conditions for certification.

Teachers and administrators holding residency, professional, initial, and continuing certificates must complete continuing education requirements to renew their professional certificates every five years. These requirements include completing one of the following requirements: (1) 100 clock hours or the equivalent in college credit; (2) four professional growth plans (PGPs); or (3) a combination of PGPs and clock hours. Teachers with an endorsement in science, technology, engineering, or mathematics (STEM) must focus 15 clock hours, or one goal from an annual PGP, on STEM integration, which means integrating two of the four STEM components. Teachers and administrators who hold a valid National Board Certificate may submit the certificate in lieu of meeting these continuing education requirements.

In 2009 the Legislature directed the PESB to identify a list of model standards for cultural competency that include: knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

Summary of Substitute Bill:

The PESB must adopt rules for renewal of administrator certificates and teacher certificates that meet the following continuing education requirements.

- To renew an administrator certificate on or after July 1, 2023, continuing education must meet the following requirements: 10 percent must focus on equity-based school practices; 10 percent must focus on the national professional standards for education leaders; and 5 percent must focus on government-to-government relationships with federally recognized tribes.
- To renew a teacher certificate on or after July 1, 2023, 15 percent of continuing education must focus on equity-based school practices. However, this requirement does not apply to a person renewing both a teacher certificate and an administrator certificate.

Continuing education focused on equity-based school practices must align with state standards for cultural competency.

This continuing education must be provided by the Office of the Superintendent of Public Instruction (OSPI), or a school district, an educational service district, a PESB-approved administrator or teacher preparation program, the Association of Washington School

Principals, or the Washington Education Association, if approved to provide clock hours, except that continuing education related to government-to-government relationships with federally recognized tribes must be approved by the Northwest Tribal Leaders Congress on Education.

Substitute Bill Compared to Original Bill:

The substitute bill modifies the original bill as follows: (1) delays implementation by one year, to July 1, 2023; (2) changes the required percentage of continuing teacher education that must be focused on equity-based school practices from 25 to 15; (3) provides that a person renewing both a teacher certificate and an administrator certificate does not have to meet the requirements described for teacher certificate renewal; (4) replaces the term "indigenous communities" with "federally-recognized tribes;" (5) allows the specified continuing education requirements to be provided by the OSPI; (6) specifies that other entities providing continuing education must be approved clock hour providers, except that continuing education related to government-to-government relationships with federally recognized tribes must be approved by the Northwest Tribal Leaders Congress on Education; and (7) adds that continuing education focused on equity-based school practices must align with state cultural competency standards.

Appropriation: None.

Fiscal Note: Available. New fiscal note requested on February 16, 2021.

Effective Date of Substitute Bill: The bill takes effect 90 days after adjournment of the session in which the bill is passed.

Staff Summary of Public Testimony:

(In support) The community brought this legislation forward. The education system has not trained educators to work well with the increasing diversity in their classrooms such that they are able to ensure that every student is able to succeed.

The Educational Opportunity Gap Oversight and Accountability Committee has highlighted the need to not only recruit and retain educators of color, but also to ensure that the existing educator workforce has cultural competency training, skills, and knowledge to be successful with their students. Engagement and communication with students and their parents are important. Cultural competency and lack of it affects relationships outside of the classroom, too.

The bill has the capacity to move the state forward in closing persistent opportunity gaps. The bill provides opportunities for administrators and educators to build and deepen their capacity to use equity-based practices, which strengthens the foundation for decision

making in the education system. Diverse community stakeholders are met with resistance in their efforts to support youth who are struggling due to certificated educators and school leaders' discomfort.

Educators have good hearts and want their students to succeed, but they have to acknowledge what they do not know. If educators are not trained, they will continue to implement the practices that were never effective. They need training on new educational standards, advanced leadership skills, equity-based school practices and training on how to work in diverse communities. There should be increased accountability for school leaders and certificated personnel.

Professional learning across the career continuum should equip educators with the knowledge, skills, and mindset to support highly diverse students, families, and communities. The state cultural competency standards currently guide work in certification, professional learning, and preparation of educators. It is important to include a specific citation to these standards to affirm alignment and ensure consistency across the career continuum.

The bill should be changed to expand the list of providers who are eligible to provide the continuing education to include the OSPI and other providers on the existing list of approved clock hour providers.

(Opposed) None.

(Other) To renew their license, teachers and administrators must take approved courses. Educators have the right and the responsibility to determine what they need to study during their renewal period. They need to work on areas of personal growth and learn about initiatives that their school or district might be pursuing. While it is generally disfavored to direct study on specific topics, the bill addresses an area that is important.

The bill should be amended to require no more than 15 clock hours on this topic. By reducing the hours, educators will still be able to meet other topic requirements. In addition, the start date should be pushed back to July 1, 2023, to give the system time to adapt and allow educators time to incorporate the new requirement into existing renewal plans. Finally, the courses should be offered by approved clock hour providers so that the courses can count toward licensure renewal.

Administrators must undergo continual learning related to equity and continual work related to leadership. It is important to work with local tribes.

Persons Testifying: (In support) Representative Santos, prime sponsor; Michael Smith, Rochester High School; Laurie Weidner, Professional Educator Standards Board; Bill Kallappa, State Board of Education, Nisqually Tribe; Jadon Crawford; and Jenny Plaja, Office of the Superintendent of Public Instruction.

(Other) Lucinda Young, Washington Education Association; and Roz Thompson, Association of Washington School Principals.

Persons Signed In To Testify But Not Testifying: None.