
ENGROSSED SUBSTITUTE HOUSE BILL 1252

State of Washington

63rd Legislature

2013 Regular Session

By House Appropriations (originally sponsored by Representatives Stonier, Carlyle, Sullivan, Lytton, Hunt, Maxwell, Harris, Takko, Fitzgibbon, Morrell, Tarleton, Jinkins, Hawkins, Haigh, Bergquist, Dahlquist, Tharinger, Freeman, and Roberts)

READ FIRST TIME 03/01/13.

1 AN ACT Relating to K-12 professional development for teachers and
2 principals; adding a new section to chapter 28B.20 RCW; adding a new
3 section to chapter 28A.415 RCW; and creating new sections.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** (1) The legislature finds that Washington
6 educators possess great skills and knowledge about both subject matter
7 content and instructional pedagogy, and that sharing this knowledge
8 with other educators benefits the entire educational system. The
9 quality of any professional development is enhanced by drawing from
10 experts in the field with deep understanding of the profession.
11 However, the legislature finds that little data is available regarding
12 the quality, quantity, or effectiveness of professional development
13 across school districts, and that a better understanding of best
14 practices would be useful to share with teachers and principals
15 statewide.

16 (2) The legislature further finds that technology provides
17 increasing opportunities for educators across Washington state to
18 access professional development regardless of the time of year, time of
19 day, or geographic location, as well as share best practices,

1 experiences, and skills with others. The legislature recognizes that
2 online professional development does not replace in-person, face-to-
3 face dialogue among educators. National standards for professional
4 development emphasize the creation of professional learning communities
5 where educators come together to analyze data, set goals, coach one
6 another, and continuously improve their practice. However, the power
7 and reach of the internet to provide information, resources, videos,
8 and forums for discussion should be harnessed so that all teachers and
9 principals in all districts within the state have free, open access to
10 high quality, robust, and relevant professional development focused on
11 improving instruction and instructional practices. Specialized
12 professional development for principals should include instructional
13 and noninstructional modules such as financial and building management,
14 evaluation methodologies, team building, and community relations, among
15 other topics.

16 (3) Therefore it is the legislature's intent to create a dynamic,
17 real-time, and interactive online professional development system to
18 augment the current system. The online professional development system
19 will be designed, managed, and implemented by Washington educators.

20 NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.20 RCW
21 to read as follows:

22 (1) Subject to funds appropriated specifically for this purpose,
23 the Washington K-12 online professional development project is
24 established. The purpose of the project is to make online professional
25 development modules for K-12 teachers and principals available on
26 demand and at no cost to any educator who chooses to use them.

27 (2) The office of the superintendent of public instruction shall
28 develop a request for proposals and select through a competitive
29 process an applicant to serve as the contracted facilitator and
30 administrator for the Washington K-12 online professional development
31 project. School districts, educational service districts, institutions
32 of higher education, and public or private entities or organizations
33 may apply. The facilitator must:

34 (a) Appoint and convene a steering committee of K-12 educators that
35 shall be responsible for the overall design and structure of the
36 project, identifying the topics for the online professional development

1 modules, and preparing the project evaluation and report to the
2 legislature;

3 (b) Oversee and provide support for creation of the professional
4 development modules by K-12 educators;

5 (c) Provide necessary technical support and infrastructure for the
6 project; and

7 (d) Actively seek public-private partnerships in the development
8 and implementation of the project.

9 (3) The professional development modules for the project must
10 incorporate a variety of media, including demonstration videos, links
11 to research and resources, webinars, and discussion forums. The
12 project must include modules that incorporate hybrid learning through
13 a combination of online and face-to-face collegial interaction among
14 educators. The project must also provide for data collection on usage
15 and customer feedback.

16 (4) The professional development modules must cover a range of
17 topics, including but not limited to:

18 (a) Academic content that is aligned with and supports the common
19 core state standards;

20 (b) Strategies for improving instructional practice, pedagogy, and
21 classroom management;

22 (c) Strategies for closing the educational opportunity gap and
23 providing specialized instruction for low-achieving students, English
24 language learners, and students in special education; and

25 (d) Topics of particular interest to principals, such as effective
26 leadership, managing people and resources, and community and parent
27 involvement.

28 (5) Each professional development module must contain an end-of-
29 module assessment that documents the user's successful completion.

30 (6) Completion of the online professional development modules under
31 this section may only be considered approved in-service training for
32 purposes of the statewide salary allocation schedule according to rules
33 adopted by the professional educator standards board under section 3 of
34 this act and only after the rules take effect.

35 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.415
36 RCW to read as follows:

37 The professional educator standards board shall adopt rules that

1 establish standards for minimum content, documentation of
2 participation, and verification of completion of the online
3 professional development modules developed under section 2 of this act
4 in order for completion of the modules to be considered equivalent to
5 clock hours of approved in-service training under RCW 28A.415.020.

6 NEW SECTION. **Sec. 4.** The steering committee for the Washington
7 K-12 online professional development project must submit a status
8 report to the education committees of the legislature by December 1,
9 2015. At a minimum, the report must address the following topics:

10 (1) Data on usage of the professional development modules by
11 teachers and principals;

12 (2) Customer feedback on the usefulness of the modules and how to
13 improve the system;

14 (3) Recommendations and estimated costs to maintain and regularly
15 refresh the professional development modules; and

16 (4) Recommendations for expanding the reach and improving the
17 usefulness of the project.

18 NEW SECTION. **Sec. 5.** The joint legislative audit and review
19 committee must conduct an analysis of K-12 professional development for
20 teachers and principals. The purpose of the analysis is to improve the
21 baseline understanding of policymakers regarding the level of public
22 school resources currently expended to support professional
23 development, the sources of funds, the type and content of professional
24 development purchased, and the extent that professional development is
25 based on individual preference, professional growth plans, school
26 instructional teams, or district priorities. For the purposes of the
27 analysis, "professional development" includes both traditional forms
28 such as seminars, conferences, courses, or training sessions and
29 nontraditional, job-embedded forms such as dedicated time for
30 instructional teams to examine student data, coaching and mentoring,
31 and professional learning communities. In the analysis, the committee
32 must use both qualitative and quantitative methods, access statewide
33 data to the extent available and informative, and select a sample of
34 school districts for more detailed review. The analysis must be
35 submitted to the legislature by December 1, 2014.

1 NEW_SECTION. **Sec. 6.** If specific funding for the purposes of
2 sections 2, 3, and 4 of this act, referencing sections 2, 3, and 4 of
3 this act by bill or chapter number and section number, is not provided
4 by June 30, 2013, in the omnibus appropriations act, sections 2, 3, and
5 4 of this act are null and void.

6 NEW_SECTION. **Sec. 7.** If specific funding for the purposes of
7 section 5 of this act, referencing section 5 of this act by bill or
8 chapter number and section number, is not provided by June 30, 2013, in
9 the omnibus appropriations act, section 5 of this act is null and void.

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