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**SUBSTITUTE HOUSE BILL 1827**

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**State of Washington**

**65th Legislature**

**2017 Regular Session**

**By** House Education (originally sponsored by Representatives Santos, Tarleton, Fey, Doglio, Pollet, and Ortiz-Self)

1 AN ACT Relating to expanding the current and future educator  
2 workforce supply through evidence-based strategies to improve and  
3 incentivize the recruitment and retention of highly effective  
4 educators, especially in high-need subject, grade-level, and  
5 geographic areas, and to establish a cohesive continuum of high  
6 quality professional learning from preparation programs to job  
7 embedded induction, mentoring, collaboration, and other professional  
8 development opportunities; and creating new sections.

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

10 **PART I**

11 **EDUCATOR RECRUITMENT**

12 NEW SECTION. **Sec. 101.** (1) The legislature finds that, when the  
13 office of the superintendent of public instruction surveyed school  
14 district principals and human resource directors in the fall of 2016,  
15 districts reported that they are struggling to hire qualified  
16 classroom teachers and substitutes. The legislature finds that  
17 Washington produced nearly two thousand five hundred teachers in  
18 2015, however, the estimated annual shortfall in needed teachers is  
19 expected to be approximately three thousand five hundred annually if  
20 current trends continue.

1 (2) The legislature acknowledges that a comprehensive effort is  
2 needed to repair the current, disjointed system for attracting the  
3 following individuals into certificated educator professions: High  
4 school students and undergraduate students who have not chosen a  
5 career, subject matter experts looking for a career change, former  
6 military personnel, paraeducators and other classified staff, and  
7 educators from out-of-state. The legislature finds that discrete  
8 efforts are being made at the state and local level to solve the  
9 educator shortage, but these efforts need to be streamlined and  
10 performed in concert, in order to enhance the recruitment effect.

11 (3) The legislature finds that effective educators who share  
12 their love of learning inspire students into the teaching profession.  
13 The legislature further finds that every category and level of  
14 educator should support and inspire the next generation into careers  
15 in education.

16 (4) The legislature recognizes that the state is facing a short-  
17 term recruitment problem with the immediate need to fill classroom  
18 vacancies, but that it must also plan to solve its long-term  
19 recruitment problem by creating a pipeline of interested individuals  
20 entering, and remaining in, the educator workforce.

21 **PART II**  
22 **EDUCATOR RETENTION**

23 NEW SECTION. **Sec. 201.** (1) The legislature finds that problems  
24 with educator retention within a school or school district are  
25 largely an issue of school and district climate. The legislature  
26 recognizes certain actions from the legislature, the office of the  
27 superintendent of public instruction, and school districts  
28 communicate trust and respect for educators, including creating  
29 opportunities for professional dialogue and fostering learning  
30 environments. The legislature finds that educators are professionals  
31 who should be trusted to make decisions about their own professional  
32 development.

33 (2) The legislature finds that the most successful education  
34 systems have robust, well-educated workforces, thus mentoring and  
35 professional learning opportunities for educators should be  
36 systematized. The legislature acknowledges that teachers in these  
37 successful education systems do not spend all their hours teaching,  
38 rather the teachers are provided with time for professional

1 development, collaboration with colleagues, mentoring and being  
2 mentored, and researching to improve the profession. The legislature  
3 further finds that effective educators should have the chance to  
4 share their experiences with beginning educators. The legislature  
5 acknowledges that effective educators desire the opportunities to  
6 communicate their experiences with others as a way to express the joy  
7 they often associate with being an educator and with teaching and as  
8 a way to strategize solutions to difficult professional experiences.  
9 The legislature further finds that educators who are given time to  
10 collaborate with their colleagues through professional learning  
11 communities are more satisfied with their chosen career and tend to  
12 stay in the same school or district.

13 (3) The legislature recognizes that educators have never been  
14 under the demands and scrutiny that they are under now. The  
15 legislature acknowledges that the demands on educators must be  
16 balanced with an encouragement of their excitement for the  
17 profession. The legislature further finds that most educators want to  
18 improve students' lives through education, and the school system  
19 should empower educators to be able to carry out this desire.

20 **PART III**  
21 **EVALUATION OF EDUCATOR EFFECTIVENESS**

22 NEW SECTION. **Sec. 301.** (1) The legislature finds that the  
23 process for evaluating educator effectiveness should be considered as  
24 a method for awarding additional compensation to educators. The  
25 legislature further finds that professional growth should be rewarded  
26 with increased compensation.

27 (2) The legislature recognizes that the four-level rating  
28 evaluation system implemented for classroom teachers and principals  
29 should be the model for improving the effectiveness of all educators.  
30 The legislature finds that this evaluation system is working and is  
31 growing the skill sets that will keep teachers and principals in the  
32 profession.

33 (3) The legislature finds that certain educator certification  
34 requirements do not improve educator effectiveness to the extent that  
35 the four-level evaluation system does.

1 **PART IV**

2 **EDUCATOR CERTIFICATION**

3 NEW SECTION. **Sec. 401.** (1) The legislature finds that there is  
4 a misalignment between what is required of educators and what they  
5 are rewarded for. The legislature acknowledges that parallel pathways  
6 for obtaining the various educator certificates should require  
7 similar effort and be rewarded equally.

8 (2) The legislature finds that educators should be appropriately  
9 compensated or acknowledged for completing requirements to maintain  
10 their educator certificates.

11 **PART V**

12 **INCENTIVES AND ASSISTANCE FOR EDUCATORS**

13 NEW SECTION. **Sec. 501.** The legislature finds that incentives,  
14 encouragements, assistance, and supports for educators must be  
15 related explicitly and directly back to the legislature's objectives  
16 for educator recruitment, retention, professional learning,  
17 evaluation for effectiveness, and certification.

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