

---

SECOND SUBSTITUTE HOUSE BILL 1827

---

State of Washington                      65th Legislature      2017 2nd Special 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; amending RCW 28A.415.370, 28A.660.020,  
9 28A.660.035, 28B.10.033, 28B.76.699, 28A.630.205, 28B.102.020,  
10 28B.102.030, 28B.102.045, 28B.102.090, 28A.660.042, 28A.660.045,  
11 28B.102.055, 28B.102.080, 28B.15.558, 28A.415.265, 28A.410.210,  
12 28A.410.250, 28A.410.270, and 28A.405.100; reenacting and amending  
13 RCW 43.79A.040; adding a new section to chapter 28A.310 RCW; adding  
14 new sections to chapter 28B.102 RCW; adding a new section to chapter  
15 28A.660 RCW; adding new sections to chapter 28A.410 RCW; creating new  
16 sections; recodifying RCW 28A.660.042 and 28A.660.045; repealing RCW  
17 28B.102.010, 28B.102.040, 28B.102.050, 28B.102.060, 28A.660.050, and  
18 28A.660.055; providing expiration dates; and declaring an emergency.

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

20            NEW SECTION.      **Sec. 1.**      FINDINGS—INTENT. (1) The legislature  
21 recognizes that, when the office of the superintendent of public

1 instruction surveyed school principals and human resource directors  
2 in 2016, districts reported that they are struggling to hire  
3 qualified classroom teachers and substitutes. Washington produced  
4 nearly two thousand five hundred teachers in 2015; however, the  
5 office estimates that the annual shortfall of needed teachers is  
6 approximately three thousand five hundred annually if trends  
7 continue.

8 (2) The legislature finds that discrete efforts are being made at  
9 state and local levels to address the educator shortage, but these  
10 efforts need to be streamlined and performed in concert, in order to  
11 enhance the effect of these recruitment and retention strategies.

12 (3) The legislature also reaffirms that excellent, effective  
13 educators and educator leaders are essential to the state's ongoing  
14 efforts to establish a world-class, globally competitive education  
15 system. As acknowledged in Engrossed Substitute House Bill No. 2261  
16 (chapter 548, Laws of 2009), "Teachers, principals, and  
17 administrators must be provided with access to the opportunities they  
18 need to gain the knowledge and skills that will enable them to be  
19 increasingly successful in their classroom and schools. A system that  
20 clearly defines, supports, measures, and recognizes effective  
21 teaching and leadership is one of the most important investments to  
22 be made."

23 (4) Therefore, the legislature intends to seize the challenges  
24 presented by the educator workforce shortage in Washington to build  
25 the capacity of the education system to attract, retain, support, and  
26 sustain successful educators through:

- 27 (a) Intentional recruitment strategies;
- 28 (b) Expanding educator training programs;
- 29 (c) Focused financial incentives, assistance, and supports;
- 30 (d) Responsive and responsible retention strategies; and
- 31 (e) Deeper systems evaluation.

## 32 PART I

### 33 RECRUITMENT—CHARACTERISTICS OF INDIVIDUALS

34 NEW SECTION. **Sec. 101.** FINDINGS—INTENT. (1) The legislature  
35 finds that effective educators who share their love of learning  
36 inspire students to enter into the education profession. The  
37 legislature further finds that every category and level of educator

1 should support and inspire the next generation into careers in  
2 education.

3 (2) The legislature finds that a comprehensive effort is needed  
4 to repair the disjointed system for attracting the persons into  
5 certificated educator professions. The legislature acknowledges that  
6 Washington is facing a short-term recruitment problem with the  
7 immediate need to fill classroom vacancies, but recognizes that it  
8 must also solve its long-term recruitment problem by creating a  
9 pipeline of interested persons entering into, and remaining in, the  
10 educator workforce.

11 (3) Therefore, the legislature intends to support a multipronged  
12 grow-your-own initiative to develop persons from the community, which  
13 includes programs that target middle and high school students,  
14 paraeducators, military personnel, and career changers who are  
15 subject matter experts, and that supports these persons to become  
16 educators. The initiative includes:

17 (a) Improvements to existing programs and activities, including  
18 the recruiting Washington teachers program, the high school career  
19 and technical education course called careers in education, and the  
20 alternative route teacher certification programs; and

21 (b) Development and implementation of additional programs and  
22 activities, including the coordination of existing resources that  
23 attract persons with needed skills and abilities, improving standards  
24 of practice, and reviewing barriers to recruitment.

25 **REGIONAL RECRUITERS**

26 NEW SECTION. **Sec. 102.** A new section is added to chapter  
27 28A.310 RCW to read as follows:

28 (1) For the purpose of this section, "educator" means a  
29 paraeducator, teacher, principal, administrator, superintendent,  
30 school counselor, school psychologist, school social worker, school  
31 nurse, school physical therapist, school occupational therapist, or  
32 school speech-language pathologist or audiologist.

33 (2) An educational service district may employ a person whose  
34 duties are to provide to local school districts the following  
35 services related to educator recruitment:

36 (a) Serving as a liaison between local school districts and  
37 educator preparation programs, between their region and other regions  
38 in the state, and between the local school districts and agencies

1 that may be helpful in educator recruitment efforts, including the  
2 office of the superintendent of public instruction, the Washington  
3 professional educator standards board, the student achievement  
4 council, the state board for community and technical colleges, the  
5 state department of veterans affairs, the state military department,  
6 and the workforce training and education coordinating board;

7 (b) Encouraging and supporting the local school districts to  
8 develop or expand a recruiting Washington teachers program under RCW  
9 28A.415.370 or an alternative route teacher certification program  
10 under chapter 28A.660 RCW;

11 (c) Providing outreach to community members who may be interested  
12 in becoming educators, including high school and college students,  
13 subject matter experts, and former military personnel and their  
14 spouses;

15 (d) Supporting persons interested in becoming educators by  
16 providing resources and assistance with navigating transition points  
17 on the path to a career in education; and

18 (e) Providing resources and technical assistance to local school  
19 districts on best hiring processes and practices.

20 (3) A person employed to provide the services described in  
21 subsection (2) of this section must be reflective of, and have an  
22 understanding of, the local community.

23 (4)(a) The Washington professional educator standards board must  
24 administer the regional educator recruitment pilot program. In  
25 administering the program and providing any associated grants, the  
26 board must prioritize grants to educational service districts whose  
27 school districts have the least access to alternative route teacher  
28 certification programs.

29 (b) Beginning September 1, 2017, the educational service  
30 districts in the pilot program must employ a person with the duties  
31 and characteristics specified in subsections (2) and (3) of this  
32 section. The educational service districts in the pilot program must  
33 collaborate with the Washington professional educator standards board  
34 and the Washington association of educational service districts to  
35 prepare the report required in (c) of this subsection.

36 (c) By December 1, 2020, and in compliance with RCW 43.01.036,  
37 the Washington professional educator standards board, in  
38 collaboration with the Washington association of educational service  
39 districts, must evaluate the pilot program and submit a report to the  
40 appropriate committees of the legislature. At a minimum, the report

1 must: Summarize the activities of the educational service districts  
2 in the pilot program with regards to educator recruitment, including  
3 the activities described in subsection (2) of this section, in  
4 comparison to the educator recruitment activities of the educational  
5 service districts not participating in the pilot program; include any  
6 outcomes data that is available; and recommend whether the pilot  
7 program should be expanded to all educational service districts or  
8 discontinued.

9 **STUDENTS**

10 **Sec. 103.** RCW 28A.415.370 and 2007 c 402 s 10 are each amended  
11 to read as follows:

12 HIGH SCHOOL STUDENTS—THROUGH THE RECRUITING WASHINGTON TEACHERS  
13 PROGRAM. (1) The recruiting Washington teachers program is  
14 established to recruit and provide training and support for high  
15 school students to enter the teaching profession, especially in  
16 teacher shortage areas (~~and among underrepresented groups and~~  
17 ~~multilingual, multicultural students~~). The program must focus on,  
18 but not be limited to, multilingual, multicultural students and  
19 students from underrepresented groups. The program shall be  
20 administered by the Washington professional educator standards board.

21 (2) The program shall consist of the following components:

22 (a) Targeted recruitment of diverse high school students(~~(τ)~~)  
23 including, but not limited to, students from underrepresented groups  
24 and multilingual, multicultural students in grades nine through  
25 twelve, through outreach and communication strategies. The focus of  
26 recruitment efforts shall be on encouraging students to consider and  
27 explore (~~becoming future teachers in mathematics, science, bilingual~~  
28 ~~education, special education, and English as a second language.~~  
29 ~~Program enrollment is not limited to students from underrepresented~~  
30 ~~groups or multilingual, multicultural students~~) careers in  
31 education;

32 (b) A high school curriculum that: Provides future teachers with  
33 opportunities to observe classroom instruction at all grade levels;  
34 includes preteaching internships at all grade levels with a focus on  
35 shortage areas; and covers such topics as lesson planning, learning  
36 styles, student learning data and information, (~~the achievement~~  
37 ~~gap~~) academic disparities among student subgroups, cultural

1 competency, college success and workforce skills, and education  
2 policy;

3 (c) Academic and community support services (~~for students~~) to  
4 help (~~them~~) students overcome possible barriers to becoming future  
5 teachers, such as supplemental tutoring; advising on college  
6 readiness and college course selection, college applications, and  
7 financial aid processes and financial education opportunities; and  
8 mentoring. Support services for program participants may continue  
9 from high school through the first two years of college; and

10 (d) Future teacher camps held on college campuses where high  
11 school students can: Acclimate to the campus, resources, and culture;  
12 attend workshops; and interact with college faculty, teacher  
13 candidates, and (~~current~~) certificated teachers.

14 (3) As part of its administration of the program, the Washington  
15 professional educator standards board shall:

16 (a) Develop the curriculum and program guidelines in consultation  
17 with an advisory group of teachers, representatives of teacher  
18 preparation programs, teacher candidates, students, and  
19 representatives of diverse communities;

20 (b) (~~Subject to funds appropriated for this purpose,~~) Allocate  
21 grant funds through a competitive process to partnerships of high  
22 schools, teacher preparation programs, and community-based  
23 organizations to design and deliver programs that include the  
24 components under subsection (2) of this section. The board must  
25 prioritize grants to partnerships that also have a running start  
26 program under chapter 28A.600 RCW; and

27 (c) Conduct (~~an~~) periodic evaluations of the effectiveness of  
28 current strategies and programs for recruiting teachers, especially  
29 multilingual, multicultural teachers, in Washington and in other  
30 states. The board shall use the findings from the evaluation to  
31 revise the recruiting Washington teachers program as necessary and  
32 make other recommendations to teacher preparation programs or the  
33 legislature.

#### 34 CAREER CHANGERS

35 **Sec. 104.** RCW 28A.660.020 and 2017 c 14 s 1 are each amended to  
36 read as follows:

37 SUBJECT MATTER EXPERTS—THROUGH ALTERNATIVE ROUTES. (1)(a) By June  
38 30, 2019, the Washington professional educator standards board shall

1 transition the alternative route partnership grant program from a  
2 separate competitive grant program to a preparation program model to  
3 be expanded among approved preparation program providers.

4 (b) Alternative routes are partnerships between Washington  
5 professional educator standards board-approved preparation programs,  
6 Washington school districts, and other partners as appropriate.  
7 Program design of alternative route programs shall continue to evolve  
8 over time to reflect innovations and improvements in educator  
9 preparation.

10 (c) The Washington professional educator standards board must  
11 construct rules that address the (~~competitive grant process and~~  
12 ~~program design~~) provisions under this section.

13 (2) As provided in RCW 28A.410.210, it is the duty of the  
14 Washington professional educator standards board to establish  
15 policies for the approval of nontraditional preparation programs and  
16 to provide oversight and accountability related to the quality of  
17 these programs. In establishing and amending rules for alternative  
18 route programs, the Washington professional educator standards board  
19 shall:

20 (a) Uphold criteria for alternative route program design that is  
21 innovative and reflects evidence-based practice;

22 (b) Ensure that approved partnerships reflect district engagement  
23 in their resident alternative route program as an integral part of  
24 their future workforce development, as well as school and student  
25 learning improvement strategies;

26 (c) Amend or adopt rules issuing preservice residents  
27 certification necessary to serve as substitute teachers in classrooms  
28 within the residency school for up to ten days per school year;

29 (d) (~~Continue to~~) Prioritize program designs tailored to the  
30 needs of experienced paraeducators and candidates of high academic  
31 attainment in or occupational industry experience relevant to the  
32 subject area they intend to teach. In doing so the program designs  
33 must take into account school district demand for certain teacher  
34 credentials;

35 (e) Expand access and opportunity for individuals to become  
36 teachers statewide; and

37 (f) Give preference in admissions to applicants for alternative  
38 route programs who are eligible veterans or national guard members  
39 and who meet the entry requirements for the alternative route  
40 program.

1 (3) Beginning December 1, 2017, and by December 1st each (~~odd-~~  
2 ~~numbered~~) even-numbered year thereafter, the Washington professional  
3 educator standards board shall report to the education committees of  
4 the house of representatives and the senate the following outcomes as  
5 indicators that alternative route programs are meeting legislative  
6 intent through the regulation and oversight of the Washington  
7 professional educator standards board. In considering administrative  
8 rules for, and reporting outcomes of, alternative route programs, the  
9 Washington professional educator standards board shall examine the  
10 historical record of the data, reporting on:

11 (a) The number and percentage of alternative route completers  
12 hired;

13 (b) The percentage of alternative route completers from  
14 underrepresented populations;

15 (c) Three-year and five-year retention rates of alternative route  
16 completers;

17 (d) The average hiring dates of alternative route completers; and

18 (e) The percentage of alternative route completers hired in  
19 districts where their alternative route program was completed.

20 (4) (~~To the extent funds are appropriated for this purpose,~~)  
21 Alternative route programs may apply for program funds to pay  
22 stipends to trained mentor teachers of interns during the mentored  
23 internship. The per intern amount of mentor stipend provided by state  
24 funds shall not exceed five hundred dollars.

25 (5) The Washington professional educator standards board may  
26 award competitive partnership grants to alternative route programs  
27 for start-up costs. These grants may not be used to support continued  
28 operation of alternative route programs.

29 **Sec. 105.** RCW 28A.660.035 and 2017 c 14 s 2 are each amended to  
30 read as follows:

31 COMMUNITY MEMBERS—THROUGH ALTERNATIVE ROUTES. The office of the  
32 superintendent of public instruction shall identify school districts  
33 that have the most significant achievement gaps among subgroups of  
34 students and for large numbers of those students, and districts that  
35 should receive priority for assistance in advancing cultural  
36 competency skills in their workforce. The Washington professional  
37 educator standards board shall provide assistance to the identified  
38 school districts to develop partnership (~~grant~~) programs between  
39 the districts and teacher preparation programs to provide alternative

1 route programs under RCW 28A.660.020 and to recruit paraeducators and  
2 other (~~individuals~~) persons in the local community to become  
3 (~~certified~~) certificated as teachers. An alternative route  
4 partnership program proposed by an identified school district shall  
5 receive priority eligibility for partnership grants under RCW  
6 28A.660.020. To the maximum extent possible, the board shall  
7 coordinate the recruiting Washington teachers program under RCW  
8 28A.415.370 with the alternative route partnership programs under  
9 this section.

10 NEW SECTION. **Sec. 106.** MILITARY PERSONNEL AND THEIR SPOUSES—  
11 REVIEW BARRIERS TO RECRUITMENT. (1) The Washington professional  
12 educator standards board shall convene a work group to examine and  
13 make recommendations on recruitment of military personnel and their  
14 spouses into educator positions within the school districts. For the  
15 purpose of this section, "educator" means a paraeducator, teacher,  
16 principal, administrator, superintendent, school counselor, school  
17 psychologist, school social worker, school nurse, school physical  
18 therapist, school occupational therapist, or school speech-language  
19 pathologist or audiologist.

20 (2) The members of the work group must include representatives  
21 from the office of the superintendent of public instruction, the  
22 state department of veterans affairs, the state military department,  
23 educator preparation programs, and state educator associations.

24 (3) The work group must review the barriers that exist to former  
25 military personnel becoming educators in Washington, including  
26 obtaining academic credit for prior learning and financial need.

27 (4) Staff support for the work group must be provided by the  
28 Washington professional educator standards board.

29 (5) By December 1, 2017, and in compliance with RCW 43.01.036,  
30 the work group shall report its findings and recommendations to the  
31 appropriate committees of the legislature.

32 (6) This section expires June 30, 2018.

33 **PART II**  
34 **FINANCIAL INCENTIVES, ASSISTANCE, AND SUPPORTS**

35 NEW SECTION. **Sec. 201.** FINDINGS—INTENT. (1) The legislature  
36 finds that financial incentives, assistance, and supports are  
37 essential to recruit and retain persons into educator positions

1 within the public common school system. In order to have the most  
2 impact, these incentives, assistance, and supports must be related  
3 explicitly and directly to the legislature's objectives for  
4 recruiting and retaining an educator workforce that will best serve  
5 diverse student populations, as well as meet the state's short-term  
6 and long-term educator workforce needs.

7 (2) Therefore, the legislature intends to:

8 (a) Promote effective incentives, assistance, and supports;

9 (b) Remove barriers and disincentives; and

10 (c) Enhance and encourage capacity-building for and coordination  
11 between educator preparation programs and the public common school  
12 system, especially in underserved areas.

13 (3) The legislature further intends to provide conditional  
14 scholarships to recruit persons into the profession of education and  
15 to assist with keeping them in the profession during the early years  
16 of their career. The legislature recognizes that the state need grant  
17 does not meet the needs of many qualified students, so these  
18 conditional scholarships are intended to be provided in a "last  
19 dollar in" model. The legislature also intends for loan repayment  
20 programs to help retain certificated educators who are already  
21 working in the public common schools.

22 (4) The legislature finds that the location and characteristics  
23 of a student teacher's field placement are strong predictors of where  
24 the teacher takes his or her first job. Therefore, the legislature  
25 intends to encourage the appropriate placement of student teachers,  
26 especially in high-need subject and geographic areas. In addition,  
27 the legislature intends to continue providing grants for student  
28 teachers at Title I public common schools.

## 29 FIELD PLACEMENTS

30 **Sec. 202.** RCW 28B.10.033 and 2016 c 233 s 10 are each amended to  
31 read as follows:

32 FIELD PLACEMENT PLANS. (1)(a) By July 1, 2018, each (~~institution~~  
33 ~~of higher education with a~~) Washington professional educator  
34 standards board-approved teacher preparation program, including an  
35 alternative route teacher certification program, must develop a plan  
36 describing how the (~~institution of higher education~~) program will  
37 partner with school districts in the general geographic region of the  
38 (~~school, or where its programs are offered,~~) program regarding

1 field placement of (~~resident~~) student teachers. The plans must be  
2 developed in collaboration with school districts desiring to partner  
3 with the (~~institutions of higher education~~) programs, and may  
4 include use of unexpended federal or state funds to support  
5 residencies and mentoring for students who are likely to continue  
6 teaching in the district in which they have a supervised (~~student~~  
7 ~~teaching residency~~) field placement.

8 (b) The following goals must be considered when developing the  
9 plans required under this section:

10 (i) Field placement of student teachers should be targeted to  
11 high-need subject areas, including special education and English  
12 learner, and high-need geographic areas, including Title I and rural  
13 schools; and

14 (ii) Mentors for student teachers should be highly effective as  
15 evidenced by the mentors having received level 3 or above on both  
16 criteria 3 (recognizing individual student learning needs and  
17 developing strategies to address those needs) and criteria 6 (using  
18 multiple student data elements to modify instruction and improve  
19 student learning) on either a comprehensive performance evaluation or  
20 a focused performance evaluation under RCW 28A.405.100.

21 (2) The plans required under subsection (1) of this section must  
22 be updated at least biennially.

23 (3) By December 1, 2018, and in compliance with RCW 43.01.036,  
24 the student achievement council, in cooperation with the professional  
25 educator standards board-approved teacher preparation programs, the  
26 Washington state school directors' association, and the rural  
27 education center at Washington State University, must submit a report  
28 to the appropriate committees of the legislature. The report must  
29 include policy recommendations to encourage or require the  
30 professional educator standards board-approved teacher preparation  
31 programs to develop relationships with, and provide supervisory  
32 support for field placements of student teachers in, school districts  
33 that are not in the general geographic area of an approved teacher  
34 preparation program.

35 **Sec. 203.** RCW 28B.76.699 and 2016 c 233 s 17 are each amended to  
36 read as follows:

37 GRANTS FOR STUDENT TEACHERS AT TITLE I SCHOOLS. (1) Subject to  
38 the availability of amounts appropriated for this specific purpose,  
39 the office shall administer a student teaching residency grant

1 program to provide additional funds to ~~((individuals))~~ persons  
2 completing student teaching residencies at Title I public common  
3 schools in Washington.

4 (2) To qualify for the grant, recipients must be enrolled in a  
5 Washington professional educator standards board-approved teacher  
6 preparation program, be completing or about to start a student  
7 teaching residency at a Title I public common school, and demonstrate  
8 financial need, as defined by the office and consistent with the  
9 income criteria required to receive the state need grant established  
10 in chapter 28B.92 RCW or applicable rules.

11 (3)(a) Beginning December 1, 2019, and in compliance with RCW  
12 43.01.036, the office must submit a biennial report to the  
13 appropriate committees of the legislature. The report must provide  
14 the following information:

15 (i) Aggregate data on the number of persons who applied for and  
16 received the grants awarded under this section, including teacher  
17 preparation program type, student teaching residency school district,  
18 and award amount;

19 (ii) Aggregate data on where grant recipients are teaching two  
20 years and five years after obtaining a teacher certificate, and  
21 whether grant recipients remain teaching in Title I public common  
22 schools; and

23 (iii) Recommendations for modifying the grant program.

24 (b) The education data center must collaborate with the office to  
25 provide the data needed for the report required under this section.

26 (4) The office shall establish rules for administering the grants  
27 under this section.

28 **BASIC SKILLS AND CONTENT TEST ASSISTANCE**

29 **Sec. 204.** RCW 28A.630.205 and 2016 c 233 s 16 are each amended  
30 to read as follows:

31 TEACHER ENDORSEMENT AND CERTIFICATION HELP PROGRAM. (1) Subject  
32 to the availability of amounts appropriated for this specific  
33 purpose, the teacher endorsement and certification help ~~((pilot~~  
34 ~~project))~~ program, known as the TEACH ~~((pilot))~~ program, is created.  
35 ~~((The scale of the TEACH pilot is dependent on the level of funding~~  
36 ~~appropriated.))~~

37 (2) The student achievement council, after consultation with the  
38 professional educator standards board, shall have the power and duty

1 to develop and adopt rules as necessary under chapter 34.05 RCW to  
2 administer the ((pilot project)) program described in this section.  
3 The rules, which must be adopted by August 1, ((2016)) 2017, must  
4 include:

5 (a) A TEACH ((pilot)) grant application process;

6 (b) A financial need verification process;

7 (c) The order of priority in which the applications will be  
8 approved; and

9 (d) A process for disbursing TEACH ((pilot)) grant awards to  
10 selected applicants.

11 (3) A student seeking a TEACH ((pilot)) grant to cover the costs  
12 of basic skills and content tests required for teacher certification  
13 and endorsement must submit an application to the student achievement  
14 council, following the rules developed under this section.

15 (4) To qualify for financial assistance, an applicant must meet  
16 the following criteria:

17 (a) Be enrolled in, have applied to, or have completed a  
18 professional educator standards board-approved teacher preparation  
19 program;

20 (b) Demonstrate financial need, as defined by the office of  
21 student financial assistance and consistent with the income criteria  
22 required to receive the state need grant established in chapter  
23 28B.92 RCW or applicable rules;

24 (c) Apply for a TEACH ((pilot)) grant under this section; and

25 (d) Register for an endorsement competency test in one or more  
26 endorsement shortage areas.

27 (5) Beginning September 1, ((2016)) 2017, the student achievement  
28 council, in collaboration with the professional educator standards  
29 board, shall award a TEACH ((pilot)) grant to a student who meets the  
30 qualifications listed in this section and in rules developed under  
31 this section. The TEACH ((pilot)) grant award must cover the costs of  
32 basic skills and content tests required for teacher certification.  
33 The council shall prioritize TEACH ((pilot)) grant awards first to  
34 applicants registered for competency tests in endorsement shortage  
35 areas and second to applicants with greatest financial need. The  
36 council shall scale the number of TEACH ((pilot)) grant awards to the  
37 amount of funds appropriated for this purpose.

38 (6) The student achievement council and the professional educator  
39 standards board shall include information about the TEACH ((pilot))  
40 program in materials distributed to schools and students.

1 (7) By December 31, (~~(2018)~~) 2019, and in compliance with RCW  
2 43.01.036, the student achievement council, in collaboration with the  
3 professional educator standards board, shall submit a preliminary  
4 report to the appropriate committees of the legislature that details  
5 the effectiveness and costs of the (~~(pilot project)~~) program. The  
6 preliminary report must (a) compare the numbers and demographic  
7 information of students taking and passing tests in the endorsement  
8 shortage areas before and after implementation of the (~~(pilot~~  
9 ~~project)~~) program, and (b) determine the amount of TEACH (~~(pilot)~~)  
10 grant award financial assistance awarded each (~~(pilot)~~) year and per  
11 student.

12 (8) By December 31, (~~(2020)~~) 2021, and in compliance with RCW  
13 43.01.036, the student achievement council, in collaboration with the  
14 professional educator standards board, shall submit a final report to  
15 the appropriate committees of the legislature that details the  
16 effectiveness and costs of the (~~(pilot project)~~) program. In addition  
17 to updating the preliminary report, the final report must (a) compare  
18 the numbers and demographic information of students obtaining  
19 teaching certificates with endorsement competencies in the  
20 endorsement shortage areas before and after implementation of the  
21 (~~(pilot project)~~) program, and (b) recommend whether the (~~(pilot~~  
22 ~~project)~~) program should be modified, continued, and expanded.

23 (~~((9) This section expires July 1, 2021.)~~)

## 24 **EDUCATOR CONDITIONAL SCHOLARSHIP AND LOAN REPAYMENT PROGRAMS**

25 **Sec. 205.** RCW 28B.102.020 and 2012 c 229 s 562 are each amended  
26 to read as follows:

27 DEFINITIONS. Unless the context clearly requires otherwise, the  
28 definitions in this section apply throughout this chapter.

29 (1) "Approved education program" means an education program in  
30 (~~(the state of Washington for knowledge and skills generally learned~~  
31 ~~in preschool through twelfth grade. Approved education programs may~~  
32 ~~include but are not limited to:~~

33 ~~(a) K-12 schools under Title 28A RCW; or~~

34 ~~(b) Other K-12 educational sites in the state of Washington as~~  
35 ~~designated by the student achievement council)) a common school as~~

36 defined in RCW 28A.150.020.

37 (2) "Certificated employee" has the definition in RCW  
38 28A.150.203. "Certificated employee" does not include a paraeducator.

1       ~~(3)~~ (3) "Conditional scholarship" means a loan that is forgiven in  
2 whole or in part ~~((if the recipient renders))~~ in exchange for service  
3 as a ~~((teacher))~~ certificated employee in an approved education  
4 program ~~((in this state))~~.

5       ~~((3))~~ ~~"Eligible student" means a student who is registered for at~~  
6 ~~least six credit hours or the equivalent, demonstrates high academic~~  
7 ~~achievement, is a resident student as defined by RCW 28B.15.012 and~~  
8 ~~28B.15.013, and has a declared intention to complete an approved~~  
9 ~~preparation program leading to initial teacher certification or~~  
10 ~~required for earning an additional endorsement, and commits to~~  
11 ~~teaching service in the state of Washington.~~

12       ~~(4)~~ ~~"Equalization fee" means the additional amount added to the~~  
13 ~~principal of a loan under this chapter to equate the debt to that~~  
14 ~~which the student would have incurred if the loan had been received~~  
15 ~~through the federal subsidized Stafford student loan program.~~

16       ~~(5))~~ (4) "Forgiven" or "to forgive" or "forgiveness" means ~~((to~~  
17 ~~render))~~ that all or part of a loan is canceled in exchange for  
18 service as a ~~((teacher))~~ certificated employee in an approved  
19 education program ~~((in the state of Washington in lieu of monetary~~  
20 ~~repayment))~~.

21       ~~((6))~~ (5) "Institution of higher education" or "institution"  
22 means a college or university in the state of Washington that is  
23 accredited by an accrediting association recognized as such by rule  
24 of the student achievement council.

25       ~~((7))~~ (6) "Loan repayment" means a federal student loan that is  
26 repaid in whole or in part if the ~~((recipient renders service))~~  
27 borrower serves as a ~~((teacher))~~ certificated employee in an approved  
28 education program ~~((in Washington state))~~.

29       ~~((8))~~ (7) "Office" means the office of student financial  
30 assistance.

31       ~~((9))~~ (8) "Participant" means ~~((an eligible student))~~ a person  
32 who has received a conditional scholarship or loan repayment under  
33 this chapter.

34       ~~((10))~~ (9) "Public school" ~~((means an elementary school, a~~  
35 ~~middle school, junior high school, or high school within the public~~  
36 ~~school system referred to in Article IX of the state Constitution))~~  
37 has the same meaning as in RCW 28A.150.010.

38       ~~((11))~~ ~~"Satisfied" means paid in full.~~

39       ~~(12)~~ ~~"Teacher))~~ (10) "Shortage area" means ~~((a shortage of~~  
40 elementary or secondary school teachers in a specific subject area,

1 ~~discipline, classification,))~~ an endorsement or geographic area as  
2 defined by the Washington professional educator standards board, in  
3 consultation with the office of the superintendent of public  
4 instruction, with a shortage of certificated employees.

5 **Sec. 206.** RCW 28B.102.030 and 2012 c 229 s 563 are each amended  
6 to read as follows:

7 ~~ADMINISTRATION. ((The future teachers conditional scholarship and~~  
8 ~~loan repayment program is established. The program shall be~~  
9 ~~administered by the student achievement council.))~~ In administering  
10 ~~((the))~~ educator conditional scholarship and loan repayment programs  
11 under this chapter, the council shall have the following powers and  
12 duties:

13 (1) Select ~~((students))~~ persons to receive conditional  
14 scholarships or loan repayments;

15 (2) Adopt necessary rules and guidelines;

16 (3) Publicize the programs in collaboration with the office of  
17 the superintendent of public instruction and the Washington  
18 professional educator standards board;

19 (4) Collect and manage repayments from ~~((students))~~ participants  
20 who do not meet their ~~((teaching))~~ service obligations under this  
21 chapter; and

22 (5) Solicit and accept grants and donations from public and  
23 private sources for the program.

24 NEW SECTION. **Sec. 207.** A new section is added to chapter  
25 28B.102 RCW to read as follows:

26 PARTICIPANT SELECTION. (1) The office shall develop an  
27 application process for each program under this chapter. The office  
28 may use the same application process for more than one program.

29 (2)(a) The office shall convene a selection team to review the  
30 applications and select eligible participants for each program based  
31 on the minimum qualifications established in this section and any  
32 additional qualifications established in each program description  
33 under this chapter.

34 (b) Each selection team must include stakeholders of the relevant  
35 program including, if applicable, representatives of the office of  
36 the superintendent of public instruction, the Washington professional  
37 educator standards board, educator preparation programs, and educator  
38 associations.

1 (3) A person qualifying for a conditional scholarship program  
2 under this chapter, at a minimum, must:

3 (a) Have a financial need, as defined by the office and  
4 consistent with the income criteria required to receive the state  
5 need grant established in chapter 28B.92 RCW or applicable rules; and

6 (b) Commit to serving as a certificated employee in an approved  
7 education program.

8 (4) In selecting eligible participants for conditional  
9 scholarship programs under this chapter, the office must give  
10 priority to persons who are renewing their application in order to  
11 complete a certificated employee preparation program.

12 (5) In selecting eligible participants under this chapter, the  
13 office must consider prioritizing persons who: Meet shortage area  
14 needs; are first generation college students or graduates; have  
15 characteristics that are underrepresented among certificated  
16 employees; or have classroom-based experience.

17 **Sec. 208.** RCW 28B.102.045 and 2004 c 58 s 5 are each amended to  
18 read as follows:

19 CONDITION FOR CONTINUED PARTICIPATION—SATISFACTORY PROGRESS. To  
20 receive additional disbursements (~~(under the)~~) for a conditional  
21 scholarship program under this chapter, a participant must be  
22 considered by his or her institution of higher education to be in a  
23 satisfactory progress condition.

24 NEW SECTION. **Sec. 209.** A new section is added to chapter  
25 28B.102 RCW to read as follows:

26 AWARDS—TERMS, USES, SOURCE. (1)(a) The office shall maximize the  
27 conditional scholarships and loan repayments awarded under this  
28 chapter. When developing award terms and conditions, the office must  
29 consider the purpose of each conditional scholarship and loan  
30 repayment program and recognize the total cost of attendance for each  
31 Washington professional educator standards board-approved educator  
32 preparation program.

33 (b) The maximum award for a conditional scholarship or loan  
34 repayment under this chapter is eight thousand dollars per calendar  
35 year.

36 (2) The allowable uses of a conditional scholarship under this  
37 chapter include: Tuition and fees, transportation and housing costs,

1 and educational expenses, including books, supplies, equipment, or  
2 technology.

3 (3) The award of a conditional scholarship under this chapter may  
4 not result in reduction of a participant's federal or other state  
5 financial aid.

6 (4) The office must make conditional scholarship and loan  
7 repayment awards from moneys in the educator conditional scholarship  
8 account created in RCW 28B.102.080.

9 **Sec. 210.** RCW 28B.102.090 and 2016 c 233 s 15 are each amended  
10 to read as follows:

11 TEACHER SHORTAGE CONDITIONAL SCHOLARSHIP PROGRAM. (1) (~~Subject~~  
12 ~~to the availability of amounts appropriated for this specific~~  
13 ~~purpose, the office shall develop and administer~~) The teacher  
14 shortage conditional (~~grant program as a subprogram within the~~  
15 ~~future teachers conditional scholarship and loan repayment program~~)  
16 scholarship program is created. The purpose of the (~~teacher shortage~~  
17 ~~conditional grant~~) program is to provide financial aid to encourage  
18 (~~individuals~~) persons to become teachers (~~by providing financial~~  
19 ~~aid to individuals enrolled in professional educator standards-~~  
20 ~~approved teacher preparation programs~~) and to retain these teachers  
21 in shortage areas.

22 (2) (~~The office has the power and duty to develop and adopt~~  
23 ~~rules as necessary under chapter 34.05 RCW to administer the program~~  
24 ~~described in this section.~~

25 (3) ~~As part of the rule-making process under subsection (2) of~~  
26 ~~this section, the office must collaborate with the professional~~  
27 ~~educator standards board, the Washington state school directors'~~  
28 ~~association, and the professional educator standards board approved~~  
29 ~~teacher preparation programs to develop a framework for the teacher~~  
30 ~~shortage conditional grant program, including eligibility~~  
31 ~~requirements, contractual obligations, conditional grant amounts, and~~  
32 ~~loan repayment requirements.~~

33 (4)(a) ~~In developing the eligibility requirements, the office~~  
34 ~~must consider: Whether the individual has a financial need, is a~~  
35 ~~first-generation college student, or is from a traditionally~~  
36 ~~underrepresented group among teachers in Washington; whether the~~  
37 ~~individual is completing an alternative route teacher certification~~  
38 ~~program; whether the individual plans to obtain an endorsement in a~~  
39 ~~hard-to-fill subject, as defined by the professional educator~~

1 standards board; the characteristic of any geographic shortage area,  
2 as defined by the professional educator standards board, that the  
3 individual plans to teach in; and whether a school district has  
4 committed to offering the individual employment once the individual  
5 obtains a residency teacher certificate.

6 (b) In developing the contractual obligations, the office must  
7 consider requiring the individual to: Obtain a Washington state  
8 residency teacher certificate; teach in a subject or geographic  
9 endorsement shortage area, as defined by the professional educator  
10 standards board; and commit to teach for five school years in an  
11 approved education program with a need for a teacher with such an  
12 endorsement at the time of hire.

13 (c) In developing the conditional grant award amounts, the office  
14 must consider whether the individual is: Enrolled in a public or  
15 private institution of higher education, a resident, in a  
16 baccalaureate or postbaccalaureate program, or in an alternative  
17 route teacher certification program. In addition, the award amounts  
18 must not result in a reduction of the individual's federal or state  
19 grant aid, including Pell grants, state need grants, college bound  
20 scholarships, or opportunity scholarships.

21 (d) In developing the repayment requirements for a conditional  
22 grant that is converted into a loan, the terms and conditions of the  
23 loan must follow the interest rate and repayment terms of the federal  
24 direct subsidized loan program. In addition, the office must consider  
25 the following repayment schedule:

26 (i) For less than one school year of teaching completed, the loan  
27 obligation is eighty five percent of the conditional grant the  
28 student received, plus interest and an equalization fee;

29 (ii) For less than two school years of teaching completed, the  
30 loan obligation is seventy percent of the conditional grant the  
31 student received, plus interest and an equalization fee;

32 (iii) For less than three school years of teaching completed, the  
33 loan obligation is fifty five percent of the conditional grant the  
34 student received, plus interest and an equalization fee; and

35 (iv) For less than four school years of teaching completed, the  
36 loan obligation is forty percent of the conditional grant the student  
37 received, plus interest and an equalization fee.

38 (5) By November 1, 2018, and November 1, 2020, the office shall  
39 submit reports, in accordance with RCW 43.01.036, to the appropriate  
40 committees of the legislature that recommend whether the teacher

1 ~~shortage conditional grant program under this section should be~~  
2 ~~continued, modified, or terminated, and that include information~~  
3 ~~about the recipients of the grants under this program)) To qualify~~  
4 ~~for the program an applicant must:~~

5 (a) Be accepted into, and maintain enrollment in, a Washington  
6 professional educator standards board-approved teacher preparation  
7 program leading to a residency teacher certificate; and

8 (b) Intend to pursue a residency teacher certificate with an  
9 endorsement in a shortage area.

10 (3) Participants are eligible to receive a teacher shortage  
11 conditional scholarship for up to four years, or the credit or clock  
12 hour equivalent of four years.

13 NEW SECTION. Sec. 211. A new section is added to chapter  
14 28B.102 RCW to read as follows:

15 ALTERNATIVE ROUTE CONDITIONAL SCHOLARSHIP PROGRAM. (1) The  
16 alternative route conditional scholarship program is created. The  
17 purpose of the program is to encourage persons to become teachers  
18 through alternative route teacher certification programs by providing  
19 financial aid and to retain these teachers in shortage areas.

20 (2) To qualify for the program an applicant must:

21 (a) Be accepted into, and maintain enrollment in, an alternative  
22 route teacher certification program under chapter 28A.660 RCW; and

23 (b) Intend to pursue a residency teacher certificate with an  
24 endorsement in a shortage area.

25 (3) Participants are eligible to receive an alternative route  
26 conditional scholarship for up to two years, or the credit or clock  
27 hour equivalent of two years.

28 **Sec. 212.** RCW 28A.660.042 and 2017 c 237 s 19 are each amended  
29 to read as follows:

30 PIPELINE FOR PARAEDUCATORS CONDITIONAL SCHOLARSHIP PROGRAM. (1)  
31 The pipeline for paraeducators conditional scholarship program is  
32 created. (~~Participation is limited to paraeducators without a~~  
33 ~~college degree who have at least three years of classroom experience.~~  
34 ~~It is anticipated that candidates enrolled in this program will~~  
35 ~~complete their associate of arts degree at a community and technical~~  
36 ~~college in two years or less and become eligible for an endorsement~~  
37 ~~in a subject matter shortage area, as defined by the professional~~  
38 ~~educator standards board, via route one in the alternative routes to~~

1 ~~teacher certification program provided in this chapter.)~~ The purpose  
2 of the program is to support paraeducators who wish to become  
3 teachers through alternative route teacher certification programs by  
4 providing financial aid for the completion of an associate of arts  
5 degree.

6 (2) ~~((Entry requirements for candidates include))~~ To qualify for  
7 the program an applicant must:

8 (a) Not have earned a college degree;

9 (b) Provide documentation from his or her school district or  
10 building ((validation)) of ((qualifications, including three)) two  
11 years of successful student interaction and leadership as a  
12 classified instructional employee;

13 (c) Intend to pursue a residency teacher certificate with an  
14 endorsement in a shortage area via an alternative route teacher  
15 certification program under chapter 28A.660 RCW; and

16 (d) Be accepted into, and maintain enrollment for no more than  
17 the equivalent of two full-time years at, a community and technical  
18 college under RCW 28B.50.020.

19 (3) Participants are eligible to receive a pipeline for  
20 paraeducators conditional scholarship for up to four years, or the  
21 credit or clock hour equivalent of four years.

22 **Sec. 213.** RCW 28A.660.045 and 2015 3rd sp.s. c 9 s 1 are each  
23 amended to read as follows:

24 EDUCATOR RETOOLING CONDITIONAL SCHOLARSHIP PROGRAM. (1) The  
25 educator retooling conditional scholarship program is created.  
26 ~~((Participation is limited to current K-12 teachers and individuals~~  
27 ~~having an elementary education certificate but who are not employed~~  
28 ~~in positions requiring an elementary education certificate. It is~~  
29 ~~anticipated that candidates enrolled in this program will complete~~  
30 ~~the requirements for an endorsement in two years or less.~~

31 ~~(2) Entry requirements for candidates include:~~

32 ~~(a) Current K-12 teachers shall pursue an endorsement in a~~  
33 ~~subject or geographic endorsement shortage area, as defined by the~~  
34 ~~professional educator standards board, including but not limited to,~~  
35 ~~mathematics, science, special education, bilingual education, English~~  
36 ~~language learner, computer science education, or environmental and~~  
37 ~~sustainability education.~~

38 ~~(b) Individuals having an elementary education certificate but~~  
39 ~~who are not employed in positions requiring an elementary education~~

1 ~~certificate shall pursue an endorsement in a subject or geographic~~  
2 ~~endorsement shortage area, as defined by the professional educator~~  
3 ~~standards board, including but not limited to, mathematics, science,~~  
4 ~~special education, bilingual education, English language learner,~~  
5 ~~computer science education, or environmental and sustainability~~  
6 ~~education.)) The purpose of the program is to increase the number of~~  
7 ~~public school teachers with endorsements in shortage areas.~~

8 (2) To qualify for the program an applicant must:

9 (a) Hold a regular Washington teacher certificate or an expired  
10 regular Washington teacher certificate issued after 2005;

11 (b) Pursue an additional endorsement in a shortage area; and

12 (c) Use one of the Washington professional educator standards  
13 board's pathways to complete the additional endorsement requirements  
14 in two years or less.

15 (3) Participants are eligible to receive an educator retooling  
16 conditional scholarship for up to one year, or the credit or clock  
17 hour equivalent of one year.

18 NEW SECTION. Sec. 214. A new section is added to chapter  
19 28B.102 RCW to read as follows:

20 CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.

21 (1) The career and technical education conditional scholarship  
22 program is created. The purpose of the program is to encourage  
23 persons to become career and technical education teachers by  
24 providing financial aid for obtaining the necessary certifications  
25 and endorsements.

26 (2) To qualify for the program, an applicant must be:

27 (a) Accepted into, and maintain enrollment in, a Washington  
28 professional educator standards board-approved teacher preparation  
29 program; and

30 (b) Pursuing the necessary certifications and endorsements to  
31 teach career and technical education courses.

32 (3) The office must give priority to applicants who:

33 (a) Possess a professional license and occupational industry  
34 experience applicable to the career and technical education  
35 endorsement being pursued;

36 (b) Are accepted into an alternative route teacher certification  
37 program under RCW 28A.660.020; or

38 (c) Intend to teach courses that expose students to high employer  
39 demand fields in Washington, where "high employer demand fields" are

1 determined by the Washington professional educator standards board in  
2 consultation with the workforce training and education coordinating  
3 board.

4 (4) Participants are eligible to receive a career and technical  
5 education conditional scholarship for up to two years, or the credit  
6 or clock hour equivalent of two years.

7 NEW SECTION. **Sec. 215.** A new section is added to chapter  
8 28B.102 RCW to read as follows:

9 **CONDITIONAL SCHOLARSHIP—FORGIVENESS AND REPAYMENT.** (1)(a) A  
10 conditional scholarship awarded under this chapter is forgiven when  
11 the participant fulfills the terms of his or her service obligation.  
12 The office shall develop the service obligation terms for each  
13 conditional scholarship program under this chapter, including that  
14 participants must either:

15 (i) Serve as a certificated employee in an approved education  
16 program for two full-time school years for each year of conditional  
17 scholarship received; or

18 (ii) Serve as a certificated employee in a shortage area in an  
19 approved education program for one full-time school year for each  
20 year of conditional scholarship received.

21 (b) For participants who meet the terms of their service  
22 obligation, the office shall forgive the conditional scholarships  
23 according to the service obligation terms and shall maintain all  
24 necessary records of such forgiveness.

25 (2)(a) Participants who do not fulfill their service obligation  
26 as required under subsection (1) of this section incur an obligation  
27 to repay the conditional scholarship award, with interest and other  
28 fees. The office shall develop repayment terms for each conditional  
29 scholarship program under this chapter, including interest rate,  
30 other fees, minimum payment, and maximum repayment period.

31 (b) The office shall collect repayment from participants who do  
32 not fulfill their service obligation as required under subsection (1)  
33 of this section. Collection and servicing of repayments under this  
34 section must be pursued using the full extent of the law, including  
35 wage garnishment if necessary. The office shall exercise due  
36 diligence in maintaining all necessary records to ensure that maximum  
37 repayments are collected.

38 (3) The office shall establish a process for forgiveness,  
39 deferment, or forbearance for participants who fail to complete their

1 service obligation due to circumstances beyond the participants'  
2 control, including certain medical conditions, military deployment,  
3 declassification of a participant's shortage area, or hardship for a  
4 participant to relocate to an approved education program with a  
5 shortage area, provided the participant was serving as a certificated  
6 employee in a shortage area in an approved education program.

7 **Sec. 216.** RCW 28B.102.055 and 2011 1st sp.s. c 11 s 180 are each  
8 amended to read as follows:

9 FEDERAL STUDENT LOAN REPAYMENT IN EXCHANGE FOR TEACHING SERVICE  
10 PROGRAM. (1) Upon documentation of federal student loan indebtedness,  
11 the office may enter into agreements with ~~((participants))~~  
12 certificated teachers to repay all or part of a federal student loan  
13 in exchange for teaching service in a shortage area at an approved  
14 education((al)) program. ~~((The ratio of loan repayment to years of~~  
15 ~~teaching service for the loan repayment program shall be the same as~~  
16 ~~established for the conditional scholarship program.))~~ Teachers  
17 eligible for loan repayment under this section must hold an  
18 endorsement in the content area in which they are assigned to teach  
19 during the period of repayment.

20 (2) The agreement shall specify the period of time it is in  
21 effect and detail the obligations of the office and the participant,  
22 including the amount to be paid to the participant. The ratio of loan  
23 repayment to years of teaching service for the loan repayment program  
24 must be the same as established for the conditional scholarship  
25 programs under section 215 of this act. The agreement ~~((may))~~ must  
26 also specify the ~~((geographic location and subject matter))~~ shortage  
27 area of teaching service for which loan repayment will be provided.

28 (3) At the end of each school year, a participant under this  
29 section shall provide evidence to the office that the requisite  
30 teaching service has been provided. Upon receipt of the evidence, the  
31 office shall pay the participant the agreed-upon amount for one year  
32 of full-time teaching service or a prorated amount for less than  
33 full-time teaching service. To qualify for additional loan  
34 repayments, the participant must be engaged in continuous teaching  
35 service as defined by the office. The office may approve leaves of  
36 absence from continuous service and other deferments as may be  
37 necessary.

1 (4) The office may, at its discretion, arrange to make the loan  
2 repayment directly to the holder of the participant's federal student  
3 loan.

4 (5) The office may not reimburse a participant for loan  
5 repayments made before the participant entered into an agreement with  
6 the office under this section.

7 (6) The office's obligations to a participant under this section  
8 shall cease when:

9 (a) The terms of the agreement have been fulfilled;

10 (b) The participant is assigned to teach in a content area in  
11 which he or she is not endorsed;

12 (c) The participant fails to maintain continuous teaching service  
13 as determined by the office; or

14 ~~((e))~~ (d) All of the participant's federal student loans have  
15 been repaid.

16 ~~((6) The office shall adopt rules governing loan repayments,~~  
17 ~~including approved leaves of absence from continuous teaching service~~  
18 ~~and other deferments as may be necessary.))~~

19 NEW SECTION. Sec. 217. A new section is added to chapter  
20 28B.102 RCW to read as follows:

21 REPORTS TO THE LEGISLATURE. Beginning November 1, 2018, and by  
22 November 1st each even year thereafter, the office shall submit a  
23 report, in accordance with RCW 43.01.036, to the appropriate  
24 committees of the legislature recommending whether the educator  
25 conditional scholarship and loan repayment programs under this  
26 chapter should be continued, modified, or terminated. The report must  
27 include information about the number of applicants for, and  
28 participants in, each program. To the extent possible, this  
29 information should be disaggregated by age, gender, race and  
30 ethnicity, family income, and unmet financial need. The report must  
31 include information about participant deferments and repayments. The  
32 report must also include information on moneys received by and  
33 disbursed from the educator conditional scholarship account under RCW  
34 28B.102.080 each fiscal year.

35 **Sec. 218.** RCW 28B.102.080 and 2011 1st sp.s. c 11 s 182 are each  
36 amended to read as follows:

37 CUSTODIAL ACCOUNT. (1) The ~~((future—teachers))~~ educator  
38 conditional scholarship account is created in the custody of the

1 state treasurer. An appropriation is not required for expenditures of  
2 funds from the account. The account is not subject to allotment  
3 procedures under chapter 43.88 RCW except for moneys used for program  
4 administration.

5 (2) The office shall deposit in the account all moneys received  
6 for the ~~((future teachers))~~ educator conditional scholarship and loan  
7 repayment ~~((program and for conditional loan))~~ programs under this  
8 chapter ~~((28A.660 RCW))~~. The account shall be self-sustaining and  
9 consist of funds appropriated by the legislature for the ~~((future~~  
10 ~~teachers))~~ educator conditional scholarship and loan repayment  
11 programs under this chapter, private contributions to the programs,  
12 and receipts from participant repayments from the ~~((future teachers~~  
13 ~~conditional scholarship and loan repayment))~~ programs~~(, and~~  
14 ~~conditional loan programs established under chapter 28A.660 RCW))~~.  
15 Beginning July 1, 2004, the office shall also deposit into the  
16 account: (a) All funds from the institution of higher education loan  
17 account that are traceable to any conditional scholarship program for  
18 teachers or prospective teachers established by the legislature  
19 before June 10, 2004; and (b) all amounts repaid by ~~((individuals))~~  
20 participants under any such program.

21 (3) Expenditures from the account may be used ~~((solely for~~  
22 ~~conditional loans and loan repayments to participants in the future~~  
23 ~~teachers conditional scholarship and loan repayment program~~  
24 ~~established by this chapter, conditional scholarships for~~  
25 ~~participants in programs established in chapter 28A.660 RCW, and~~  
26 ~~costs associated with program administration by the office))~~ only for  
27 the purposes of this chapter.

28 (4) Disbursements from the account may be made only on the  
29 authorization of the office.

30 ~~((5) During the 2009-2011 fiscal biennium, the legislature may~~  
31 ~~transfer from the future teachers conditional scholarship account to~~  
32 ~~the state general fund such amounts as reflect the excess fund~~  
33 ~~balance of the account.))~~

34 **Sec. 219.** RCW 43.79A.040 and 2017 c 322 s 5, 2017 c 285 s 5, and  
35 2017 c 257 s 5 are each reenacted and amended to read as follows:

36 MANAGEMENT OF TREASURER'S TRUST FUND. (1) Money in the  
37 treasurer's trust fund may be deposited, invested, and reinvested by  
38 the state treasurer in accordance with RCW 43.84.080 in the same  
39 manner and to the same extent as if the money were in the state

1 treasury, and may be commingled with moneys in the state treasury for  
2 cash management and cash balance purposes.

3 (2) All income received from investment of the treasurer's trust  
4 fund must be set aside in an account in the treasury trust fund to be  
5 known as the investment income account.

6 (3) The investment income account may be utilized for the payment  
7 of purchased banking services on behalf of treasurer's trust funds  
8 including, but not limited to, depository, safekeeping, and  
9 disbursement functions for the state treasurer or affected state  
10 agencies. The investment income account is subject in all respects to  
11 chapter 43.88 RCW, but no appropriation is required for payments to  
12 financial institutions. Payments must occur prior to distribution of  
13 earnings set forth in subsection (4) of this section.

14 (4)(a) Monthly, the state treasurer must distribute the earnings  
15 credited to the investment income account to the state general fund  
16 except under (b), (c), and (d) of this subsection.

17 (b) The following accounts and funds must receive their  
18 proportionate share of earnings based upon each account's or fund's  
19 average daily balance for the period: The 24/7 sobriety account, the  
20 Washington promise scholarship account, the Gina Grant Bull memorial  
21 legislative page scholarship account, the Washington advanced college  
22 tuition payment program account, the Washington college savings  
23 program account, the accessible communities account, the Washington  
24 achieving a better life experience program account, the community and  
25 technical college innovation account, the agricultural local fund,  
26 the American Indian scholarship endowment fund, the foster care  
27 scholarship endowment fund, the foster care endowed scholarship trust  
28 fund, the contract harvesting revolving account, the Washington state  
29 combined fund drive account, the commemorative works account, the  
30 county enhanced 911 excise tax account, the toll collection account,  
31 the developmental disabilities endowment trust fund, the energy  
32 account, the fair fund, the family leave insurance account, the food  
33 animal veterinarian conditional scholarship account, the fruit and  
34 vegetable inspection account, the (~~future—teachers~~) educator  
35 conditional scholarship account, the game farm alternative account,  
36 the GET ready for math and science scholarship account, the  
37 Washington global health technologies and product development  
38 account, the grain inspection revolving fund, the industrial  
39 insurance rainy day fund, the juvenile accountability incentive  
40 account, the law enforcement officers' and firefighters' plan 2

1 expense fund, the local tourism promotion account, the low-income  
2 home rehabilitation revolving loan program account, the multiagency  
3 permitting team account, the northeast Washington wolf-livestock  
4 management account, the pilotage account, the produce railcar pool  
5 account, the regional transportation investment district account, the  
6 rural rehabilitation account, the Washington sexual assault kit  
7 account, the stadium and exhibition center account, the youth  
8 athletic facility account, the self-insurance revolving fund, the  
9 children's trust fund, the Washington horse racing commission  
10 Washington bred owners' bonus fund and breeder awards account, the  
11 Washington horse racing commission class C purse fund account, the  
12 individual development account program account, the Washington horse  
13 racing commission operating account, the life sciences discovery  
14 fund, the Washington state heritage center account, the reduced  
15 cigarette ignition propensity account, the center for childhood  
16 deafness and hearing loss account, the school for the blind account,  
17 the Millersylvania park trust fund, the public employees' and  
18 retirees' insurance reserve fund, and the radiation perpetual  
19 maintenance fund.

20 (c) The following accounts and funds must receive eighty percent  
21 of their proportionate share of earnings based upon each account's or  
22 fund's average daily balance for the period: The advanced right-of-  
23 way revolving fund, the advanced environmental mitigation revolving  
24 account, the federal narcotics asset forfeitures account, the high  
25 occupancy vehicle account, the local rail service assistance account,  
26 and the miscellaneous transportation programs account.

27 (d) Any state agency that has independent authority over accounts  
28 or funds not statutorily required to be held in the custody of the  
29 state treasurer that deposits funds into a fund or account in the  
30 custody of the state treasurer pursuant to an agreement with the  
31 office of the state treasurer shall receive its proportionate share  
32 of earnings based upon each account's or fund's average daily balance  
33 for the period.

34 (5) In conformance with Article II, section 37 of the state  
35 Constitution, no trust accounts or funds shall be allocated earnings  
36 without the specific affirmative directive of this section.

37 NEW SECTION. **Sec. 220.** REPEALERS. The following acts or parts  
38 of acts are each repealed:

- 1 (1) RCW 28B.102.010 (Intent—Legislative findings) and 2004 c 58 s  
2 1 & 1987 c 437 s 1;
- 3 (2) RCW 28B.102.040 (Selection of participants—Processes—  
4 Criteria) and 2011 1st sp.s. c 11 s 178, 2008 c 170 s 306, & 2005 c  
5 518 s 918;
- 6 (3) RCW 28B.102.050 (Award of conditional scholarships and loan  
7 repayments—Amount—Duration) and 2011 1st sp.s. c 11 s 179, 2004 c 58  
8 s 6, & 1987 c 437 s 5;
- 9 (4) RCW 28B.102.060 (Repayment obligation) and 2011 1st sp.s. c  
10 11 s 181, 2011 c 26 s 4, 2004 c 58 s 7, 1996 c 53 s 2, 1993 c 423 s  
11 1, 1991 c 164 s 6, & 1987 c 437 s 6;
- 12 (5) RCW 28A.660.050 (Conditional scholarship programs—  
13 Requirements—Recipients) and 2016 c 233 s 14, 2015 3rd sp.s. c 9 s 2,  
14 2015 1st sp.s. c 3 s 4, 2012 c 229 s 507, 2011 1st sp.s. c 11 s 134,  
15 & 2010 c 235 s 505; and
- 16 (6) RCW 28A.660.055 (Eligible veteran or national guard member—  
17 Definition) and 2009 c 192 s 3.

18 NEW SECTION. **Sec. 221.** RECODIFICATION. RCW 28A.660.042 and  
19 28A.660.045 are each recodified as sections in chapter 28B.102 RCW.

20 NEW SECTION. **Sec. 222.** A new section is added to chapter  
21 28A.660 RCW to read as follows:

22 Nothing in sections 205 through 220 of this act modifies or  
23 otherwise affects conditional scholarship or loan repayment  
24 agreements under this chapter or chapter 28B.102 RCW existing before  
25 the effective date of this section.

26 NEW SECTION. **Sec. 223.** A new section is added to chapter  
27 28B.102 RCW to read as follows:

28 Nothing in sections 205 through 220 of this act modifies or  
29 otherwise affects conditional scholarship or loan repayment  
30 agreements under this chapter or chapter 28A.660 RCW existing before  
31 the effective date of this section.

32 **TUITION WAIVERS**

33 **Sec. 224.** RCW 28B.15.558 and 2016 c 233 s 18 are each amended to  
34 read as follows:

1 SPACE AVAILABLE TUITION WAIVERS. (1) The governing boards of the  
2 state universities, the regional universities, The Evergreen State  
3 College, and the community and technical colleges may waive all or a  
4 portion of the tuition and services and activities fees for state  
5 employees as defined under subsection (2) of this section (~~and~~),  
6 teachers(~~(,)~~) and other certificated instructional staff under  
7 subsection (3) of this section, and K-12 classified staff under  
8 subsection (4) of this section. The enrollment of these persons is  
9 pursuant to the following conditions:

10 (a) Such persons shall register for and be enrolled in courses on  
11 a space available basis and no new course sections shall be created  
12 as a result of the registration;

13 (b) Enrollment information on persons registered pursuant to this  
14 section shall be maintained separately from other enrollment  
15 information and shall not be included in official enrollment reports,  
16 nor shall such persons be considered in any enrollment statistics  
17 that would affect budgetary determinations; and

18 (c) Persons registering on a space available basis shall be  
19 charged a registration fee of not less than five dollars.

20 (2) For the purposes of this section, "state employees" means  
21 persons employed half-time or more in one or more of the following  
22 employee classifications:

23 (a) Permanent employees in classified service under chapter 41.06  
24 RCW;

25 (b) Permanent employees governed by chapter 41.56 RCW pursuant to  
26 the exercise of the option under RCW 41.56.201;

27 (c) Permanent classified employees and exempt paraprofessional  
28 employees of technical colleges; and

29 (d) Faculty, counselors, librarians, and exempt professional and  
30 administrative employees at institutions of higher education as  
31 defined in RCW 28B.10.016.

32 (3) The waivers available to state employees under this section  
33 shall also be available to teachers and other certificated  
34 instructional staff employed at public common and vocational  
35 schools(~~(, holding or seeking a valid endorsement and assignment in a~~  
36 ~~state-identified shortage area)~~).

37 (4) The waivers available under this section shall also be  
38 available to classified staff employed at (~~(K-12)~~) public common  
39 schools when used for coursework relevant to the work assignment or  
40 coursework that is part of a teacher preparation program.

1 (5) In awarding waivers, an institution of higher education may  
2 award waivers to eligible persons employed by the institution before  
3 considering waivers for eligible persons who are not employed by the  
4 institution.

5 (6) If an institution of higher education exercises the authority  
6 granted under this section, it shall include all eligible state  
7 employees in the pool of persons eligible to participate in the  
8 program.

9 (7) In establishing eligibility to receive waivers, institutions  
10 of higher education may not discriminate between full-time employees  
11 and employees who are employed half-time or more.

12 (8) Each institution of higher education that awards waivers  
13 under this section must report to the student achievement council, on  
14 an annual basis, with the number, type, and value of waivers awarded  
15 under this section in the prior academic year, and must compare this  
16 information with other tuition and fee waivers awarded by the  
17 institution.

#### 18 **TEACHER PREPARATION PROGRAM EXPANSION**

19 NEW SECTION. **Sec. 225.** EXPAND ENROLLMENTS IN HIGH-NEED SUBJECTS  
20 AND LOCATIONS. The legislature recognizes the important role of  
21 teacher preparation programs in addressing the shortages in the  
22 educator career continuum. Through the omnibus appropriations act,  
23 the legislature intends to prioritize the expansion of teacher  
24 preparation program enrollments in high-need subjects and high-need  
25 locations within the state, taking into consideration the community  
26 and technical colleges' capacity to contribute to teacher  
27 preparation.

#### 28 **PART III**

#### 29 **RETENTION STRATEGIES**

30 NEW SECTION. **Sec. 301.** FINDINGS—INTENT. (1) The legislature  
31 finds that problems with educator retention within a school or school  
32 district are largely reflective of conditions affecting the school  
33 and district. The legislature acknowledges that the demands on  
34 educators must be balanced with an encouragement of their excitement  
35 for the profession. The legislature further finds that professional  
36 educators want to improve students' lives through education, and the

1 public school system should empower them to do so. The legislature  
2 recognizes that barriers to educator retention must be addressed,  
3 such as lack of induction and mentoring for beginning educators,  
4 complicated and burdensome certification requirements, and frequent  
5 comprehensive performance evaluation requirements for proficient and  
6 distinguished educators.

7 (2) The legislature finds that the most successful education  
8 systems have robust, well-prepared educators and educator leaders,  
9 with ample and relevant mentoring and professional learning  
10 opportunities appropriate to their roles and career aspirations.  
11 Further, the legislature finds that cultivating a public common  
12 school system that focuses on the growth of educator knowledge,  
13 skills, and dispositions to help students perform at high levels not  
14 only supports better professional practice, but results in greater  
15 professional satisfaction for educators.

16 (3) Therefore, the legislature intends to expand upon successful  
17 educator induction and mentoring programs such as the beginning  
18 educator support team program, to create flexible options for  
19 recertification, and to streamline the teacher and principal  
20 evaluation program requirements for the highest performing educators.

21 **Sec. 302.** RCW 28A.415.265 and 2016 c 233 s 11 are each amended  
22 to read as follows:

23 BEGINNING EDUCATOR SUPPORT TEAM PROGRAM. (1) For the purposes of  
24 this section, a mentor is an educator who: Has ((achieved  
25 appropriate)) successfully completed training in assisting, coaching,  
26 and advising beginning principals, beginning teachers, or student  
27 teaching residents as defined by the office of the superintendent of  
28 public instruction((, ~~such as national board certification or other~~  
29 specialized training)); has been selected using mentor standards  
30 developed by the office of the superintendent of public instruction;  
31 and is participating in ongoing mentor skills professional  
32 development.

33 (2)(a) The beginning educator support team program is established  
34 to provide professional development and ((mentor support)) mentoring  
35 for beginning ((educators)) principals, beginning teachers, and  
36 candidates in alternative route teacher certification programs under  
37 chapter 28A.660 RCW ((28A.660.040, and educators on probation under  
38 RCW 28A.405.100, to be composed of the beginning educator support

1 ~~team for beginning educators and continuous improvement coaching for~~  
2 ~~educators on probation, as provided in this section)).~~

3 (b) The superintendent of public instruction shall notify school  
4 districts about the beginning educator support team program and  
5 encourage districts to apply for program funds.

6 ~~((Subject to the availability of amounts appropriated for~~  
7 ~~this specific purpose,))~~ The office of the superintendent of public  
8 instruction shall allocate funds for the beginning educator support  
9 team program on a competitive basis to individual school districts or  
10 consortia of districts. School districts are encouraged to include  
11 educational service districts in creating regional consortia. In  
12 allocating funds, the office of the superintendent of public  
13 instruction shall give priority to:

14 (a) School districts with low-performing schools identified under  
15 RCW 28A.657.020 as being challenged schools in need of improvement;  
16 ~~((and))~~

17 (b) School districts with a large influx of beginning principals  
18 or beginning classroom teachers; and

19 (c) School districts that demonstrate an understanding of the  
20 research-based standards for beginning educator induction developed  
21 by the office of the superintendent of public instruction.

22 (4) A portion of the appropriated funds may be used for program  
23 coordination and provision of statewide or regional professional  
24 development through the office of the superintendent of public  
25 instruction.

26 (5) A beginning educator support team program must include the  
27 following components:

28 (a) A paid instructional orientation or individualized assistance  
29 before the start of the school year for ~~((beginning educators))~~  
30 program participants;

31 (b) Assignment of a trained and qualified mentor for ~~((the~~  
32 ~~first))~~ up to three years for ~~((beginning educators))~~ program  
33 participants, with intensive support in the first year and decreasing  
34 support ~~((over the following))~~ in subsequent years ~~((depending on the~~  
35 ~~needs of the beginning educator))~~;

36 (c) A goal to provide ~~((beginning teachers))~~ program participants  
37 from underrepresented populations with a mentor who has strong ties  
38 to underrepresented populations;

1 (d) Ongoing professional development for ((beginning educators))  
2 program participants that is designed to meet their unique needs for  
3 supplemental training and skill development;

4 (e) Initial and ongoing professional development for mentors;

5 (f) Release time for mentors and ((their designated educators))  
6 program participants to work together, as well as time for  
7 ((educators)) program participants to observe accomplished peers;  
8 ((and))

9 (g) To the extent possible, an assignment that is appropriate for  
10 beginning principals and teachers;

11 (h) Nonevaluative observations with written feedback for program  
12 participants;

13 (i) Support in understanding and participating in the state and  
14 district evaluation process and using the instructional or leadership  
15 framework, or both, to promote growth;

16 (j) Adherence to research-based standards for beginning educator  
17 induction developed by the office of the superintendent of public  
18 instruction; and

19 (k) A program evaluation using a standard evaluation tool or  
20 tools ((provided from)) designed by the office of the superintendent  
21 of public instruction that measures: (i) Increased knowledge, skills,  
22 and positive impact on student learning for program participants; and  
23 (ii) increased retention of program participants.

24 (6) ((Subject to the availability of amounts appropriated for  
25 this specific purpose,)) The beginning educator support team program  
26 components under subsection (3) of this section may be provided for  
27 continuous improvement coaching to support educators on probation  
28 under RCW 28A.405.100.

29 **CERTIFICATION**

30 NEW SECTION. Sec. 303. A new section is added to chapter  
31 28A.410 RCW to read as follows:

32 By September 1, 2017, the Washington professional educator  
33 standards board shall adopt rules allowing teachers and principals  
34 with at least two years of experience, who hold or have held a  
35 residency certificate and have not achieved the professional  
36 certificate, to renew their residency certificate in five-year  
37 intervals based on completion of 7.5 credits or seventy-five clock  
38 hours as defined in RCW 28A.415.020 and 28A.415.023.

1       **Sec. 304.** RCW 28A.410.210 and 2009 c 531 s 4 are each amended to  
2 read as follows:

3       The purpose of the Washington professional educator standards  
4 board is to establish policies and requirements for the preparation  
5 and certification of educators that provide standards for competency  
6 in professional knowledge and practice in the areas of certification;  
7 a foundation of skills, knowledge, and attitudes necessary to help  
8 students with diverse needs, abilities, cultural experiences, and  
9 learning styles meet or exceed the learning goals outlined in RCW  
10 28A.150.210; knowledge of research-based practice; and professional  
11 development throughout a career. The Washington professional educator  
12 standards board shall:

13       (1) Establish policies and practices for the approval of programs  
14 of courses, requirements, and other activities leading to educator  
15 certification including teacher, school administrator, and  
16 educational staff associate certification;

17       (2) Establish policies and practices for the approval of the  
18 character of work required to be performed as a condition of entrance  
19 to and graduation from any educator preparation program including  
20 teacher, school administrator, and educational staff associate  
21 preparation program as provided in subsection (1) of this section;

22       (3) Establish a list of accredited institutions of higher  
23 education of this and other states whose graduates may be awarded  
24 educator certificates as teacher, school administrator, and  
25 educational staff associate and establish criteria and enter into  
26 agreements with other states to acquire reciprocal approval of  
27 educator preparation programs and certification, including teacher  
28 certification from the national board for professional teaching  
29 standards;

30       (4) Establish policies for approval of nontraditional educator  
31 preparation programs;

32       (5) Conduct a review of educator program approval standards at  
33 least every five years, beginning in 2006, to reflect research  
34 findings and assure continued improvement of preparation programs for  
35 teachers, administrators, and school specialized personnel;

36       (6) Specify the types and kinds of educator certificates to be  
37 issued and conditions for certification in accordance with subsection  
38 (1) of this section, section 303 of this act, and RCW 28A.410.010;

39       (7) Apply for and receive federal or other funds on behalf of the  
40 state for purposes related to the duties of the board;

1 (8) Adopt rules under chapter 34.05 RCW that are necessary for  
2 the effective and efficient implementation of this chapter;

3 (9) Maintain data concerning educator preparation programs and  
4 their quality, educator certification, educator employment trends and  
5 needs, and other data deemed relevant by the board;

6 (10) Serve as an advisory body to the superintendent of public  
7 instruction on issues related to educator recruitment, hiring,  
8 mentoring and support, professional growth, retention, educator  
9 evaluation including but not limited to peer evaluation, and  
10 revocation and suspension of licensure;

11 (11) Submit, by October 15th of each even-numbered year and in  
12 accordance with RCW 43.01.036, a joint report with the state board of  
13 education to the legislative education committees, the governor, and  
14 the superintendent of public instruction. The report shall address  
15 the progress the boards have made and the obstacles they have  
16 encountered, individually and collectively, in the work of achieving  
17 the goals set out in RCW 28A.150.210;

18 (12) Establish the prospective teacher assessment system for  
19 basic skills and subject knowledge that shall be required to obtain  
20 residency certification pursuant to RCW 28A.410.220 through  
21 28A.410.240; and

22 ~~((By January 2010, set performance standards and develop,~~  
23 ~~pilot, and implement a uniform and externally administered~~  
24 ~~professional-level certification assessment based on demonstrated~~  
25 ~~teaching skill. In the development of this assessment, consideration~~  
26 ~~shall be given to changes in professional certification program~~  
27 ~~components such as the culminating seminar; and~~

28 ~~(+14))~~ Conduct meetings under the provisions of chapter 42.30  
29 RCW.

30 **Sec. 305.** RCW 28A.410.250 and 2016 c 233 s 4 are each amended to  
31 read as follows:

32 The agency responsible for educator certification shall adopt  
33 rules for professional certification that:

34 (1) Provide maximum program choice for applicants, promote  
35 portability among programs, and promote maximum efficiency for  
36 applicants in attaining professional certification;

37 ~~((Require professional certification no earlier than the~~  
38 ~~fifth year following the year that the teacher first completes~~

1 ~~provisional status, with an automatic two-year extension upon~~  
2 ~~enrollment;~~

3 ~~(3))~~ Grant professional certification to any teacher who attains  
4 certification from the national board for professional teaching  
5 standards;

6 ~~((4))~~ (3) Permit any teacher currently enrolled in or  
7 participating in a program leading to professional certification to  
8 continue the program under administrative rules in place when the  
9 teacher began the program;

10 ~~((5))~~ (4) Provide criteria for the approval of educational  
11 service districts(~~(, beginning no later than August 31, 2007,)~~) to  
12 offer programs leading to professional certification. The rules shall  
13 be written to encourage institutions of higher education and  
14 educational service districts to partner with local school districts  
15 or consortia of school districts, as appropriate, to provide  
16 instruction for ~~((teachers))~~ persons seeking professional  
17 certification;

18 ~~((6))~~ (5) Encourage institutions of higher education to offer  
19 professional certificate coursework as continuing education credit  
20 hours. This shall not prevent an institution of higher education from  
21 providing the option of including the professional certification  
22 requirements as part of a master's degree program;

23 ~~((7) Provide criteria for a liaison relationship between~~  
24 ~~approved programs and school districts in which applicants are~~  
25 ~~employed;~~

26 ~~(8))~~ (6) Identify an expedited professional certification  
27 process for out-of-state teachers who have five years or more of  
28 successful teaching experience, including a method to determine the  
29 comparability of rigor between the Washington professional  
30 certification process and the advanced level teacher certification  
31 process of other states. A professional certificate must be issued to  
32 these experienced out-of-state teachers if the teacher holds: (a) A  
33 valid teaching certificate issued by the national board for  
34 professional teaching standards; or (b) an advanced level teacher  
35 certificate from another state that has been determined to be  
36 comparable to the Washington professional certificate; and

37 ~~((9))~~ (7) Identify an evaluation process of approved programs  
38 that includes a review of the program coursework and applicant  
39 coursework load requirements, linkages of programs to individual  
40 teacher professional growth plans, linkages to school district and

1 school improvement plans, and, to the extent possible, linkages to  
2 school district professional enrichment and growth programs for  
3 teachers, where such programs are in place in school districts. (~~The~~  
4 ~~agency shall provide a preliminary report on the evaluation process~~  
5 ~~to the senate and house of representatives committees on education~~  
6 ~~policy by November 1, 2005.~~) The board shall identify:

7 (a) A process for awarding conditional approval of a program that  
8 shall include annual evaluations of the program until the program is  
9 awarded full approval;

10 (b) A less intensive evaluation cycle every three years once a  
11 program receives full approval unless the responsible agency has  
12 reason to intensify the evaluation;

13 (c) A method for investigating programs that have received  
14 numerous complaints from students enrolled in the program and from  
15 those recently completing the program;

16 (d) A method for investigating programs at the reasonable  
17 discretion of the agency; and

18 (e) A method for using, in the evaluation, both program completer  
19 satisfaction responses and data on the impact of educators who have  
20 obtained professional certification on student work and achievement.

21 **Sec. 306.** RCW 28A.410.270 and 2009 c 548 s 402 are each amended  
22 to read as follows:

23 (1)(a) (~~By January 1, 2010,~~) The Washington professional  
24 educator standards board shall adopt a set of articulated teacher  
25 knowledge, skill, and performance standards for effective teaching  
26 that are evidence-based, measurable, meaningful, and documented in  
27 high quality research as being associated with improved student  
28 learning. The standards shall be calibrated for each level (~~of~~  
29 ~~certification and~~) along the entire career continuum. In developing  
30 the standards, the board shall, to the extent possible, incorporate  
31 standards for cultural competency along the entire continuum. For the  
32 purposes of this subsection, "cultural competency" includes knowledge  
33 of student cultural histories and contexts, as well as family norms  
34 and values in different cultures; knowledge and skills in accessing  
35 community resources and community and parent outreach; and skills in  
36 adapting instruction to students' experiences and identifying  
37 cultural contexts for individual students.

38 (b) (~~By January 1, 2010,~~) The Washington professional educator  
39 standards board shall adopt a definition of master teacher, with a

1 comparable level of increased competency between professional  
2 certification level and master level as between professional  
3 certification level and national board certification. Within the  
4 definition established by the Washington professional educator  
5 standards board, teachers certified through the national board for  
6 professional teaching standards shall be considered master teachers.

7 ~~(2) ((By January 1, 2010, the professional educator standards  
8 board shall submit to the governor and the education and fiscal  
9 committees of the legislature:~~

10 ~~(a) An update on the status of implementation of the professional  
11 certificate external and uniform assessment authorized in RCW  
12 28A.410.210;~~

13 ~~(b) A proposal for a uniform, statewide, valid, and reliable  
14 classroom-based means of evaluating teacher effectiveness as a  
15 culminating measure at the preservice level that is to be used during  
16 the student-teaching field experience. This assessment shall include  
17 multiple measures of teacher performance in classrooms, evidence of  
18 positive impact on student learning, and shall include review of  
19 artifacts, such as use of a variety of assessment and instructional  
20 strategies, and student work. The proposal shall establish a timeline  
21 for when the assessment will be required for successful completion of  
22 a Washington state approved teacher preparation program. The timeline  
23 shall take into account the capacity of the K-12 education and higher  
24 education systems to accommodate the new assessment. The proposal and  
25 timeline shall also address how the assessment will be included in  
26 state-reported data on preparation program quality; and~~

27 ~~(c) A recommendation on the length of time that a residency  
28 certificate issued to a teacher is valid and within what time period  
29 a teacher must meet the minimum level of performance for and receive  
30 a professional certificate in order to continue being certified as a  
31 teacher. In developing this recommendation, the professional educator  
32 standards board shall consult with interested stakeholders including  
33 the Washington education association, the Washington association of  
34 school administrators, association of Washington school principals,  
35 and the Washington state school directors' association and shall  
36 include with its recommendation a description of each stakeholder's  
37 comments on the recommendation.~~

38 ~~(3) The update and proposal in subsection (2)(a) and (b) of this  
39 section shall include, at a minimum, descriptions of:~~



1 (b) Every board of directors shall, in accordance with procedure  
2 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and  
3 41.59.920, establish evaluative criteria and procedures for all  
4 certificated classroom teachers and certificated support personnel.  
5 The evaluative criteria must contain as a minimum the criteria  
6 established by the superintendent of public instruction pursuant to  
7 this section and must be prepared within six months following  
8 adoption of the superintendent of public instruction's minimum  
9 criteria. The district must certify to the superintendent of public  
10 instruction that evaluative criteria have been so prepared by the  
11 district.

12 (2)(a) (~~Pursuant to the implementation schedule established in~~  
13 ~~subsection (7)(c) of this section,~~) Every board of directors shall,  
14 in accordance with procedures provided in RCW 41.59.010 through  
15 41.59.170, 41.59.910, and 41.59.920, establish (~~revised~~) evaluative  
16 criteria and a four-level rating system for all certificated  
17 classroom teachers.

18 (b) The minimum criteria shall include: (i) Centering instruction  
19 on high expectations for student achievement; (ii) demonstrating  
20 effective teaching practices; (iii) recognizing individual student  
21 learning needs and developing strategies to address those needs; (iv)  
22 providing clear and intentional focus on subject matter content and  
23 curriculum; (v) fostering and managing a safe, positive learning  
24 environment; (vi) using multiple student data elements to modify  
25 instruction and improve student learning; (vii) communicating and  
26 collaborating with parents and the school community; and (viii)  
27 exhibiting collaborative and collegial practices focused on improving  
28 instructional practice and student learning. Student growth data must  
29 be a substantial factor in evaluating the (~~summative~~) performance  
30 of certificated classroom teachers for at least three of the  
31 evaluation criteria listed in this subsection.

32 (c) The four-level rating system used to evaluate the  
33 certificated classroom teacher must describe performance along a  
34 continuum that indicates the extent to which the criteria have been  
35 met or exceeded. The (~~summative~~) performance ratings shall be as  
36 follows: Level 1 - unsatisfactory; level 2 - basic; level 3 -  
37 proficient; and level 4 - distinguished. A classroom teacher shall  
38 receive one of the four (~~summative~~) performance ratings for each of  
39 the minimum criteria in (b) of this subsection and one of the four  
40 (~~summative~~) performance ratings for the evaluation as a whole,

1 which shall be the comprehensive (~~summative evaluation~~) performance  
2 rating. (~~By December 1, 2012,~~) The superintendent of public  
3 instruction must adopt rules prescribing a common method for  
4 calculating the comprehensive (~~summative evaluation~~) performance  
5 rating for each of the preferred instructional frameworks, including  
6 for a focused performance evaluation under subsection (12) of this  
7 section, giving appropriate weight to the indicators evaluated under  
8 each criteria and maximizing rater agreement among the frameworks.

9 (d) (~~By December 1, 2012,~~) The superintendent of public  
10 instruction shall adopt rules that provide descriptors for each of  
11 the (~~summative~~) performance ratings(~~, based on the development~~  
12 ~~work of pilot school districts under subsection (7) of this section.~~  
13 ~~Any subsequent changes to the descriptors by the superintendent may~~  
14 ~~only be~~) with updates to the rules made following consultation with  
15 (~~a group broadly reflective of the parties represented~~) the  
16 steering committee described in subsection (7)(a)(i) of this section.

17 (e) (~~By September 1, 2012,~~) The superintendent of public  
18 instruction shall identify up to three preferred instructional  
19 frameworks that support the (~~revised~~) four-level rating evaluation  
20 system. The instructional frameworks shall be research-based and  
21 establish definitions or rubrics for each of the four (~~summative~~)  
22 performance ratings for each evaluation criteria. Each school  
23 district must adopt one of the preferred instructional frameworks and  
24 post the selection on the district's web site. The superintendent of  
25 public instruction shall establish a process for approving minor  
26 modifications or adaptations to a preferred instructional framework  
27 that may be proposed by a school district.

28 (f) Student growth data that is relevant to the teacher and  
29 subject matter must be a factor in the evaluation process and must be  
30 based on multiple measures that can include classroom-based, school-  
31 based, district-based, and state-based tools. Student growth data  
32 elements may include the teacher's performance as a member of a  
33 grade-level, subject matter, or other instructional team within a  
34 school when the use of this data is relevant and appropriate. Student  
35 growth data elements may also include the teacher's performance as a  
36 member of the overall instructional team of a school when use of this  
37 data is relevant and appropriate. As used in this subsection,  
38 "student growth" means the change in student achievement between two  
39 points in time.

40 (g) Student input may also be included in the evaluation process.

1 (3)(a) Except as provided in subsection (11) of this section, it  
2 shall be the responsibility of a principal or his or her designee to  
3 evaluate all certificated personnel in his or her school. During each  
4 school year all classroom teachers and certificated support personnel  
5 shall be observed for the purposes of evaluation at least twice in  
6 the performance of their assigned duties. Total observation time for  
7 each employee for each school year shall be not less than sixty  
8 minutes. An employee in the third year of provisional status as  
9 defined in RCW 28A.405.220 shall be observed at least three times in  
10 the performance of his or her duties and the total observation time  
11 for the school year shall not be less than ninety minutes. Following  
12 each observation, or series of observations, the principal or other  
13 evaluator shall promptly document the results of the observation in  
14 writing, and shall provide the employee with a copy thereof within  
15 three days after such report is prepared. New employees shall be  
16 observed at least once for a total observation time of thirty minutes  
17 during the first ninety calendar days of their employment period.

18 (b) As used in this subsection and subsection (4) of this  
19 section, "employees" means classroom teachers and certificated  
20 support personnel except where otherwise specified.

21 (4)(a) At any time after October 15th, an employee whose work is  
22 not judged satisfactory based on district evaluation criteria shall  
23 be notified in writing of the specific areas of deficiencies along  
24 with a reasonable program for improvement. For classroom teachers who  
25 ~~((have been transitioned to the revised evaluation system pursuant to  
26 the district implementation schedule adopted under subsection (7)(c)  
27 of this section))~~ are required to be on the four-level rating  
28 evaluation system, the following comprehensive ~~((summative  
29 evaluation))~~ performance ratings based on the evaluation criteria in  
30 subsection (2)(b) of this section mean a classroom teacher's work is  
31 not judged satisfactory:

32 (i) Level 1; or

33 (ii) Level 2 if the classroom teacher is a continuing contract  
34 employee under RCW 28A.405.210 with more than five years of teaching  
35 experience and if the level 2 comprehensive ~~((summative evaluation))~~  
36 performance rating has been received for two consecutive years or for  
37 two years within a consecutive three-year time period.

38 (b) During the period of probation, the employee may not be  
39 transferred from the supervision of the original evaluator.  
40 Improvement of performance or probable cause for nonrenewal must

1 occur and be documented by the original evaluator before any  
2 consideration of a request for transfer or reassignment as  
3 contemplated by either the individual or the school district. A  
4 probationary period of sixty school days shall be established. Days  
5 may be added if deemed necessary to complete a program for  
6 improvement and evaluate the probationer's performance, as long as  
7 the probationary period is concluded before May 15th of the same  
8 school year. The probationary period may be extended into the  
9 following school year if the probationer has five or more years of  
10 teaching experience and has a comprehensive (~~summative evaluation~~)  
11 performance rating as of May 15th of less than level 2. The  
12 establishment of a probationary period does not adversely affect the  
13 contract status of an employee within the meaning of RCW 28A.405.300.  
14 The purpose of the probationary period is to give the employee  
15 opportunity to demonstrate improvements in his or her areas of  
16 deficiency. The establishment of the probationary period and the  
17 giving of the notice to the employee of deficiency shall be by the  
18 school district superintendent and need not be submitted to the board  
19 of directors for approval. During the probationary period the  
20 evaluator shall meet with the employee at least twice monthly to  
21 supervise and make a written evaluation of the progress, if any, made  
22 by the employee. The evaluator may authorize one additional  
23 certificated employee to evaluate the probationer and to aid the  
24 employee in improving his or her areas of deficiency. Should the  
25 evaluator not authorize such additional evaluator, the probationer  
26 may request that an additional certificated employee evaluator become  
27 part of the probationary process and this request must be implemented  
28 by including an additional experienced evaluator assigned by the  
29 educational service district in which the school district is located  
30 and selected from a list of evaluation specialists compiled by the  
31 educational service district. Such additional certificated employee  
32 shall be immune from any civil liability that might otherwise be  
33 incurred or imposed with regard to the good faith performance of such  
34 evaluation. If a procedural error occurs in the implementation of a  
35 program for improvement, the error does not invalidate the  
36 probationer's plan for improvement or evaluation activities unless  
37 the error materially affects the effectiveness of the plan or the  
38 ability to evaluate the probationer's performance. The probationer  
39 must be removed from probation if he or she has demonstrated  
40 improvement to the satisfaction of the evaluator in those areas

1 specifically detailed in his or her initial notice of deficiency and  
2 subsequently detailed in his or her program for improvement. A  
3 classroom teacher who ~~((has been transitioned to the revised  
4 evaluation system pursuant to the district implementation schedule  
5 adopted under subsection (7)(c) of this section))~~ is required to be  
6 on the four-level rating evaluation system must be removed from  
7 probation if he or she has demonstrated improvement that results in a  
8 new comprehensive ~~((summative evaluation))~~ performance rating of  
9 level 2 or above for a provisional employee or a continuing contract  
10 employee with five or fewer years of experience, or of level 3 or  
11 above for a continuing contract employee with more than five years of  
12 experience. Lack of necessary improvement during the established  
13 probationary period, as specifically documented in writing with  
14 notification to the probationer constitutes grounds for a finding of  
15 probable cause under RCW 28A.405.300 or 28A.405.210.

16 (c) When a continuing contract employee with five or more years  
17 of experience receives a comprehensive ~~((summative evaluation))~~  
18 performance rating below level 2 for two consecutive years, the  
19 school district shall, within ten days of the completion of the  
20 second ~~((summative))~~ comprehensive ~~((comprehensive summative))~~  
21 performance evaluation or May 15th, whichever occurs first, implement  
22 the employee notification of discharge as provided in RCW  
23 28A.405.300.

24 (d) Immediately following the completion of a probationary period  
25 that does not produce performance changes detailed in the initial  
26 notice of deficiencies and program for improvement, the employee may  
27 be removed from his or her assignment and placed into an alternative  
28 assignment for the remainder of the school year. In the case of a  
29 classroom teacher who ~~((has been transitioned to the revised  
30 evaluation system pursuant to the district implementation schedule  
31 adopted under subsection (7)(c) of this section))~~ is required to be  
32 on the four-level rating evaluation system, the teacher may be  
33 removed from his or her assignment and placed into an alternative  
34 assignment for the remainder of the school year immediately following  
35 the completion of a probationary period that does not result in the  
36 required comprehensive ~~((summative evaluation))~~ performance ratings  
37 specified in (b) of this subsection. This reassignment may not  
38 displace another employee nor may it adversely affect the  
39 probationary employee's compensation or benefits for the remainder of  
40 the employee's contract year. If such reassignment is not possible,

1 the district may, at its option, place the employee on paid leave for  
2 the balance of the contract term.

3 (5) Every board of directors shall establish evaluative criteria  
4 and procedures for all superintendents, principals, and other  
5 administrators. It shall be the responsibility of the district  
6 superintendent or his or her designee to evaluate all administrators.  
7 Except as provided in subsection (6) of this section, such evaluation  
8 shall be based on the administrative position job description. Such  
9 criteria, when applicable, shall include at least the following  
10 categories: Knowledge of, experience in, and training in recognizing  
11 good professional performance, capabilities and development; school  
12 administration and management; school finance; professional  
13 preparation and scholarship; effort toward improvement when needed;  
14 interest in pupils, employees, patrons and subjects taught in school;  
15 leadership; and ability and performance of evaluation of school  
16 personnel.

17 (6)(a) (~~Pursuant to the implementation schedule established by~~  
18 ~~subsection (7)(b) of this section,~~) Every board of directors shall  
19 establish (~~revised~~) evaluative criteria and a four-level rating  
20 system for principals.

21 (b) The minimum criteria shall include: (i) Creating a school  
22 culture that promotes the ongoing improvement of learning and  
23 teaching for students and staff; (ii) demonstrating commitment to  
24 closing the achievement gap; (iii) providing for school safety; (iv)  
25 leading the development, implementation, and evaluation of a data-  
26 driven plan for increasing student achievement, including the use of  
27 multiple student data elements; (v) assisting instructional staff  
28 with alignment of curriculum, instruction, and assessment with state  
29 and local district learning goals; (vi) monitoring, assisting, and  
30 evaluating effective instruction and assessment practices; (vii)  
31 managing both staff and fiscal resources to support student  
32 achievement and legal responsibilities; and (viii) partnering with  
33 the school community to promote student learning. Student growth data  
34 must be a substantial factor in evaluating the (~~summative~~)  
35 performance of the principal for at least three of the evaluation  
36 criteria listed in this subsection.

37 (c) The four-level rating system used to evaluate the principal  
38 must describe performance along a continuum that indicates the extent  
39 to which the criteria have been met or exceeded. The (~~summative~~)  
40 performance ratings shall be as follows: Level 1 - unsatisfactory;

1 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A  
2 principal shall receive one of the four (~~summative~~) performance  
3 ratings for each of the minimum criteria in (b) of this subsection  
4 and one of the four summative performance ratings for the evaluation  
5 as a whole, which shall be the comprehensive (~~summative-evaluation~~)  
6 performance rating.

7 (d) (~~By December 1, 2012,~~) The superintendent of public  
8 instruction shall adopt rules that provide descriptors for each of  
9 the (~~summative~~) performance ratings, (~~based on the development~~  
10 ~~work of pilot school districts under subsection (7) of this section.~~  
11 ~~Any subsequent changes to the descriptors by the superintendent may~~  
12 ~~only be~~) with updates to the rules made following consultation with  
13 (~~a group broadly reflective of the parties represented~~) the  
14 steering committee described in subsection (7)(a)(i) of this section.

15 (e) (~~By September 1, 2012,~~) The superintendent of public  
16 instruction shall identify up to three preferred leadership  
17 frameworks that support the (~~revised~~) four-level rating evaluation  
18 system. The leadership frameworks shall be research-based and  
19 establish definitions or rubrics for each of the four performance  
20 ratings for each evaluation criteria. Each school district shall  
21 adopt one of the preferred leadership frameworks and post the  
22 selection on the district's web site. The superintendent of public  
23 instruction shall establish a process for approving minor  
24 modifications or adaptations to a preferred leadership framework that  
25 may be proposed by a school district.

26 (f) Student growth data that is relevant to the principal must be  
27 a factor in the evaluation process and must be based on multiple  
28 measures that can include classroom-based, school-based, district-  
29 based, and state-based tools. As used in this subsection, "student  
30 growth" means the change in student achievement between two points in  
31 time.

32 (g) Input from building staff may also be included in the  
33 evaluation process.

34 (h) (~~For principals who have been transitioned to the revised~~  
35 ~~evaluation system pursuant to the district implementation schedule~~  
36 ~~adopted under subsection (7)(c) of this section,~~) The following  
37 comprehensive (~~summative-evaluation~~) performance ratings mean a  
38 principal's work is not judged satisfactory:

39 (i) Level 1; or

1 (ii) Level 2 if the principal has more than five years of  
2 experience in the principal role and if the level 2 comprehensive  
3 (~~summative evaluation~~) performance rating has been received for two  
4 consecutive years or for two years within a consecutive three-year  
5 time period.

6 (7)(a) (~~The superintendent of public instruction, in  
7 collaboration with state associations representing teachers,  
8 principals, administrators, school board members, and parents, to be  
9 known as the steering committee, shall create models for implementing  
10 the evaluation system criteria, student growth tools, professional  
11 development programs, and evaluator training for certificated  
12 classroom teachers and principals. Human resources specialists,  
13 professional development experts, and assessment experts must also be  
14 consulted. Due to the diversity of teaching assignments and the many  
15 developmental levels of students, classroom teachers and principals  
16 must be prominently represented in this work. The models must be  
17 available for use in the 2011-12 school year.~~

18 (b) ~~A new certificated classroom teacher evaluation system that  
19 implements the provisions of subsection (2) of this section and a new  
20 principal evaluation system that implements the provisions of  
21 subsection (6) of this section shall be phased in beginning with the  
22 2010-11 school year by districts identified in (d) of this subsection  
23 and implemented in all school districts beginning with the 2013-14  
24 school year.~~

25 (c) ~~Each school district board of directors shall adopt a  
26 schedule for implementation of the revised evaluation systems that  
27 transitions a portion of classroom teachers and principals in the  
28 district to the revised evaluation systems each year beginning no  
29 later than the 2013-14 school year, until all classroom teachers and  
30 principals are being evaluated under the revised evaluation systems  
31 no later than the 2015-16 school year. A school district is not  
32 precluded from completing the transition of all classroom teachers  
33 and principals to the revised evaluation systems before the 2015-16  
34 school year. The schedule adopted under this subsection (7)(c) must  
35 provide that the following employees are transitioned to the revised  
36 evaluation systems beginning in the 2013-14 school year:~~

37 (i) ~~Classroom teachers who are provisional employees under RCW  
38 28A.405.220;~~

39 (ii) ~~Classroom teachers who are on probation under subsection (4)  
40 of this section;~~

1       ~~(iii) Principals in the first three consecutive school years of~~  
2 ~~employment as a principal;~~

3       ~~(iv) Principals whose work is not judged satisfactory in their~~  
4 ~~most recent evaluation; and~~

5       ~~(v) Principals previously employed as a principal by another~~  
6 ~~school district in the state of Washington for three or more~~  
7 ~~consecutive school years and in the first full year as a principal in~~  
8 ~~the school district.~~

9       ~~(d) A set of school districts shall be selected by the~~  
10 ~~superintendent of public instruction to participate in a~~  
11 ~~collaborative process resulting in the development and piloting of~~  
12 ~~new certificated classroom teacher and principal evaluation systems~~  
13 ~~during the 2010-11 and 2011-12 school years. These school districts~~  
14 ~~must be selected based on: (i) The agreement of the local~~  
15 ~~associations representing classroom teachers and principals to~~  
16 ~~collaborate with the district in this developmental work and (ii) the~~  
17 ~~agreement to participate in the full range of development and~~  
18 ~~implementation activities, including: Development of rubrics for the~~  
19 ~~evaluation criteria and ratings in subsections (2) and (6) of this~~  
20 ~~section; identification of or development of appropriate multiple~~  
21 ~~measures of student growth in subsections (2) and (6) of this~~  
22 ~~section; development of appropriate evaluation system forms;~~  
23 ~~participation in professional development for principals and~~  
24 ~~classroom teachers regarding the content of the new evaluation~~  
25 ~~system; participation in evaluator training; and participation in~~  
26 ~~activities to evaluate the effectiveness of the new systems and~~  
27 ~~support programs. The school districts must submit to the office of~~  
28 ~~the superintendent of public instruction data that is used in~~  
29 ~~evaluations and all district collected student achievement, aptitude,~~  
30 ~~and growth data regardless of whether the data is used in~~  
31 ~~evaluations. If the data is not available electronically, the~~  
32 ~~district may submit it in nonelectronic form. The superintendent of~~  
33 ~~public instruction must analyze the districts' use of student data in~~  
34 ~~evaluations, including examining the extent that student data is not~~  
35 ~~used or is underutilized. The superintendent of public instruction~~  
36 ~~must also consult with participating districts and stakeholders,~~  
37 ~~recommend appropriate changes, and address statewide implementation~~  
38 ~~issues. The superintendent of public instruction shall report~~  
39 ~~evaluation system implementation status, evaluation data, and~~  
40 ~~recommendations to appropriate committees of the legislature and~~

1 governor by July 1, 2011, and at the conclusion of the development  
2 phase by July 1, 2012. In the July 1, 2011, report, the  
3 superintendent shall include recommendations for whether a single  
4 statewide evaluation model should be adopted, whether modified  
5 versions developed by school districts should be subject to state  
6 approval, and what the criteria would be for determining if a school  
7 district's evaluation model meets or exceeds a statewide model. The  
8 report shall also identify challenges posed by requiring a state  
9 approval process.

10 (e)(i) The steering committee in subsection (7)(a) of this  
11 section and the pilot school districts in subsection (7)(d) of this  
12 section shall continue to examine implementation issues and refine  
13 tools for the new certificated classroom teacher evaluation system in  
14 subsection (2) of this section and the new principal evaluation  
15 system in subsection (6) of this section during the 2013-14 through  
16 2015-16 implementation phase.

17 (ii) Particular attention shall be given to the following issues:

18 (A) Developing a report for the legislature and governor, due by  
19 December 1, 2013, of best practices and recommendations regarding how  
20 teacher and principal evaluations and other appropriate elements  
21 shall inform school district human resource and personnel practices.  
22 The legislature and governor are provided the opportunity to review  
23 the report and recommendations during the 2014 legislative session;

24 (B) Taking the new teacher and principal evaluation systems to  
25 scale and the use of best practices for statewide implementation;

26 (C) Providing guidance regarding the use of student growth data  
27 to assure it is used responsibly and with integrity;

28 (D) Refining evaluation system management tools, professional  
29 development programs, and evaluator training programs with an  
30 emphasis on developing rater reliability;

31 (E) Reviewing emerging research regarding teacher and principal  
32 evaluation systems and the development and implementation of  
33 evaluation systems in other states;

34 (F) Reviewing the impact that variable demographic  
35 characteristics of students and schools have on the objectivity,  
36 reliability, validity, and availability of student growth data; and

37 (G) Developing recommendations regarding how teacher evaluations  
38 could inform state policies regarding the criteria for a teacher to  
39 obtain continuing contract status under RCW 28A.405.210. In  
40 developing these recommendations the experiences of school districts

1 and teachers during the evaluation transition phase must be  
2 considered. Recommendations must be reported by July 1, 2016, to the  
3 legislature and the governor.

4 ~~(iii) To support the tasks in (c)(ii) of this subsection, the~~  
5 ~~superintendent of public instruction may contract with an independent~~  
6 ~~research organization with expertise in educator evaluations and~~  
7 ~~knowledge of the revised evaluation systems being implemented under~~  
8 ~~this section.~~

9 ~~(iv))~~ (i) The following participants must be known as the  
10 steering committee: State associations representing teachers,  
11 principals, administrators, school board members, and parents. The  
12 committee shall cease to function July 1, 2022.

13 (ii) The superintendent of public instruction, in collaboration  
14 with the steering committee, shall periodically examine  
15 implementation issues and refine tools for the teacher and principal  
16 four-level rating evaluation systems.

17 (b) The superintendent of public instruction shall monitor the  
18 statewide implementation of ((revised)) teacher and principal four-  
19 level rating evaluation systems using data reported under RCW  
20 28A.150.230 as well as periodic input from focus groups of  
21 administrators, principals, and teachers.

22 ~~((v) The superintendent of public instruction shall submit~~  
23 ~~reports detailing findings, emergent issues or trends,~~  
24 ~~recommendations from the steering committee, and pilot school~~  
25 ~~districts, and other recommendations, to enhance implementation and~~  
26 ~~continuous improvement of the revised evaluation systems to~~  
27 ~~appropriate committees of the legislature and the governor beginning~~  
28 ~~July 1, 2013, and each July 1st thereafter for each year of the~~  
29 ~~school district implementation transition period concluding with a~~  
30 ~~report on December 1, 2016.))~~

31 (8)(a) Beginning with the 2015-16 school year, evaluation results  
32 for certificated classroom teachers and principals must be used as  
33 one of multiple factors in making human resource and personnel  
34 decisions. Human resource decisions include, but are not limited to:  
35 Staff assignment, including the consideration of an agreement to an  
36 assignment by an appropriate teacher, principal, and superintendent;  
37 and reduction in force. Nothing in this section limits the ability to  
38 collectively bargain how the multiple factors shall be used in making  
39 human resource or personnel decisions, with the exception that  
40 evaluation results must be a factor.

1 (b) The office of the superintendent of public instruction must,  
2 in accordance with RCW 43.01.036, report to the legislature and the  
3 governor regarding the school district implementation of the  
4 provisions of (a) of this subsection by December 1, 2017.

5 (9) Each certificated classroom teacher and certificated support  
6 personnel shall have the opportunity for confidential conferences  
7 with his or her immediate supervisor on no less than two occasions in  
8 each school year. Such confidential conference shall have as its sole  
9 purpose the aiding of the administrator in his or her assessment of  
10 the employee's professional performance.

11 (10) The failure of any evaluator to evaluate or supervise or  
12 cause the evaluation or supervision of certificated classroom  
13 teachers and certificated support personnel or administrators in  
14 accordance with this section, as now or hereafter amended, when it is  
15 his or her specific assigned or delegated responsibility to do so,  
16 shall be sufficient cause for the nonrenewal of any such evaluator's  
17 contract under RCW 28A.405.210, or the discharge of such evaluator  
18 under RCW 28A.405.300.

19 (11) After a certificated classroom teacher (~~(or)~~) who is not  
20 required to be on the four-level rating evaluation system or a  
21 certificated support personnel has four years of satisfactory  
22 evaluations under subsection (1) of this section, a school district  
23 may use a short form of evaluation, a locally bargained evaluation  
24 emphasizing professional growth, an evaluation under subsection (1)  
25 or (2) of this section, or any combination thereof. The short form of  
26 evaluation shall include either a thirty minute observation during  
27 the school year with a written summary or a final annual written  
28 evaluation based on the criteria in subsection (1) or (2) of this  
29 section and based on at least two observation periods during the  
30 school year totaling at least sixty minutes without a written summary  
31 of such observations being prepared. A locally bargained short-form  
32 evaluation emphasizing professional growth must provide that the  
33 professional growth activity conducted by the certificated classroom  
34 teacher be specifically linked to one or more of the certificated  
35 classroom teacher evaluation criteria. However, the evaluation  
36 process set forth in subsection (1) or (2) of this section shall be  
37 followed at least once every three years unless this time is extended  
38 by a local school district under the bargaining process set forth in  
39 chapter 41.59 RCW. The employee or evaluator may require that the  
40 evaluation process set forth in subsection (1) or (2) of this section

1 be conducted in any given school year. No evaluation other than the  
2 evaluation authorized under subsection (1) or (2) of this section may  
3 be used as a basis for determining that an employee's work is not  
4 satisfactory under subsection (1) or (2) of this section or as  
5 probable cause for the nonrenewal of an employee's contract under RCW  
6 28A.405.210 unless an evaluation process developed under chapter  
7 41.59 RCW determines otherwise. ~~((The provisions of this subsection  
8 apply to certificated classroom teachers only until the teacher has  
9 been transitioned to the revised evaluation system pursuant to the  
10 district implementation schedule adopted under subsection (7)(c) of  
11 this section.))~~

12 (12) ~~((All))~~ Certificated classroom teachers and principals who  
13 ~~((have been transitioned to the revised evaluation systems pursuant~~  
14 ~~to the district implementation schedule adopted under subsection~~  
15 ~~(7)(c) of this section))~~ are required to be on the four-level rating  
16 evaluation system must receive annual performance evaluations as  
17 provided in this subsection~~((+))~~ (12).

18 (a) ~~((All classroom teachers and principals shall receive a~~  
19 ~~comprehensive summative evaluation at least once every four years.))~~  
20 A comprehensive ~~((summative))~~ performance evaluation assesses all  
21 eight evaluation criteria and all criteria contribute to the  
22 comprehensive ~~((summative evaluation))~~ performance rating. Classroom  
23 teachers and principals must receive a comprehensive performance  
24 evaluation according to the schedule specified in (b) of this  
25 subsection.

26 (b)(i) Except as otherwise provided in (b) of this subsection,  
27 classroom teachers and principals must receive a comprehensive  
28 performance evaluation at least once every four years.

29 ~~((b))~~ (ii) The following ~~((categories))~~ types of classroom  
30 teachers and principals ~~((shall))~~ must receive an annual  
31 comprehensive ~~((summative))~~ performance evaluation:

32 ~~((i))~~ (A) A classroom teacher~~((s))~~ who ~~((are))~~ is a provisional  
33 employee~~((s))~~ under RCW 28A.405.220;

34 ~~((ii))~~ (B) A principal~~((s))~~ in the first three consecutive  
35 school years of employment as a principal;

36 ~~((iii))~~ (C) A principal~~((s))~~ previously employed as a principal  
37 by another school district in the state of Washington for three or  
38 more consecutive school years and in the first full year as a  
39 principal in the school district; and

1        ~~((iv))~~ (D) Any classroom teacher or principal who received a  
2 comprehensive ~~((summative evaluation))~~ performance rating of level 1  
3 or level 2 in the previous school year.

4        (iii) A classroom teacher or principal who received a  
5 comprehensive performance rating of level 3 or above in his or her  
6 previous comprehensive performance evaluation must receive a  
7 comprehensive performance evaluation at least every six years.

8        (c)(i) In the years when a comprehensive ~~((summative))~~  
9 performance evaluation is not required, classroom teachers and  
10 principals who received a comprehensive ~~((summative evaluation))~~  
11 performance rating of level 3 or above in ~~((the previous school~~  
12 ~~year))~~ their previous comprehensive performance evaluation are  
13 required to complete a focused performance evaluation. A focused  
14 performance evaluation includes an assessment of one of the eight  
15 criteria selected for a performance rating plus professional growth  
16 activities specifically linked to the selected criteria.

17        (ii) The selected criteria must be approved by the teacher's or  
18 principal's evaluator and may have been identified in a previous  
19 comprehensive ~~((summative))~~ performance evaluation as benefiting from  
20 additional attention. A group of teachers may focus on the same  
21 evaluation criteria and share professional growth activities. A group  
22 of principals may focus on the same evaluation criteria and share  
23 professional growth activities.

24        (iii) The evaluator must assign a ~~((comprehensive summative~~  
25 ~~evaluation))~~ performance rating for the focused performance  
26 evaluation using the methodology adopted by the superintendent of  
27 public instruction for the instructional or leadership framework  
28 being used.

29        (iv) A teacher or principal may be transferred from a focused  
30 performance evaluation to a comprehensive ~~((summative))~~ performance  
31 evaluation at the request of the teacher or principal, or at the  
32 direction of the teacher's or principal's evaluator.

33        (v) Due to the importance of instructional leadership and  
34 assuring rater agreement among evaluators, particularly those  
35 evaluating teacher performance, school districts are encouraged to  
36 conduct comprehensive ~~((summative))~~ performance evaluations of  
37 principals ~~((performance))~~ on an annual basis.

38        (vi) A classroom teacher or principal may apply the focused  
39 performance evaluation professional growth activities toward the

1 professional growth plan for professional certificate renewal as  
2 required by the Washington professional educator standards board.

3 (13) Each school district is encouraged to acknowledge and  
4 recognize classroom teachers and principals who have attained level 4  
5 - distinguished performance ratings.

6 **PART IV**  
7 **STRENGTHENING AND SUPPORTING PROFESSIONAL**  
8 **PATHWAYS FOR EDUCATORS—THE COLLABORATIVE**

9 NEW SECTION. **Sec. 401.** FINDINGS—INTENT. (1) The legislature  
10 finds that additional evaluation is necessary to establish a  
11 comprehensive and coordinated long-term vision that addresses  
12 Washington's demands for an excellent, effective educator workforce.  
13 The legislature recognizes that such an undertaking requires focused  
14 time and resources to develop meaningful policy options to expand the  
15 current and future workforce supply.

16 (2) Therefore, the legislature intends to establish a  
17 professional educator collaborative, including a variety of  
18 stakeholders, to make recommendations on how to improve and  
19 strengthen state policies, programs, and pathways that lead to highly  
20 effective educators at each level of the public common school system.

21 NEW SECTION. **Sec. 402.** A new section is added to chapter  
22 28A.410 RCW to read as follows:

23 THE COLLABORATIVE. (1) For the purpose of this section,  
24 "educator" means a paraeducator, teacher, principal, administrator,  
25 superintendent, school counselor, school psychologist, school social  
26 worker, school nurse, school physical therapist, school occupational  
27 therapist, or school speech-language pathologist or audiologist.  
28 "Educator" includes persons who hold, or have held, certificates as  
29 authorized by rule of the Washington professional educator standards  
30 board.

31 (2)(a) The professional educator collaborative is established to  
32 make recommendations on how to improve and strengthen state policies,  
33 programs, and pathways that lead to highly effective educators at  
34 each level of the public school system.

35 (b) The collaborative shall examine issues related to educator  
36 recruitment, certification, retention, professional learning and  
37 development, leadership, and evaluation for effectiveness. The

1 collaborative shall also consider what incentives and supports could  
2 be provided at each stage of an educator's career to produce a more  
3 effective educational system. Specifically, the collaborative must  
4 review the following issues:

5 (i) Educator recruitment, including the role of school districts,  
6 community and technical colleges, preparation programs, and  
7 communities, and the effectiveness of financial incentives and other  
8 types of support;

9 (ii) Educator preparation, including traditional and alternative  
10 route program design and content, the role of community and technical  
11 colleges, field experience duration and quality, financial assistance  
12 and incentives, school district and community connections, and  
13 academic and social support for students;

14 (iii) Educator certificate types and tiers, including  
15 requirements for an initial or first-tier certificate, requirements  
16 to advance to the next tier, and requirements that are transferable  
17 between certificate types;

18 (iv) Educator certificate renewal requirements, including  
19 comparing professional growth plan requirements with the teacher and  
20 principal residency certificate renewal requirements established in  
21 section 303 of this act;

22 (v) Educator evaluation, including comparison to educator  
23 certificate renewal requirements to determine inconsistent or  
24 duplicative requirements or efforts, relationship with educator  
25 compensation;

26 (vi) Educator certificate reciprocity;

27 (vii) Professional learning and development opportunities,  
28 particularly for mid-career teachers; and

29 (viii) Leadership in the education system, including best  
30 practices of high quality leaders, training for principals and  
31 administrators, and identifying and developing teachers as leaders.

32 (3)(a) The members of the collaborative must include  
33 representatives of the following organizations:

34 (i) The two largest caucuses of the senate and the house of  
35 representatives, appointed by the majority and minority leaders of  
36 the senate and the speaker of the house of representatives,  
37 respectively;

38 (ii) The Washington professional educator standards board;

39 (iii) The office of the superintendent of public instruction;

1 (iv) Washington professional educator standards board-approved  
2 educator preparation programs;

3 (v) The Washington state school directors' association;

4 (vi) The Washington education association;

5 (vii) The Washington association of school administrators;

6 (viii) The association of Washington school principals;

7 (ix) The association of Washington school counselors; and

8 (x) Other educator associations.

9 (b) Each organization must designate one voting member, except  
10 that each legislator is a voting member.

11 (c) The collaborative shall choose its chair or cochairs from  
12 among its members.

13 (4)(a) Staff support for the collaborative must be provided by  
14 the Washington professional educator standards board, and from other  
15 state agencies, including the office of the superintendent of public  
16 instruction, if requested by the collaborative.

17 (b) The Washington professional educator standards board must  
18 convene the initial meeting of the collaborative within sixty days of  
19 the effective date of this section.

20 (5) The collaborative must contract with a nonprofit, nonpartisan  
21 institute that conducts independent, high quality research to improve  
22 education policy and practice and that works with policymakers,  
23 researchers, educators, and others to advance evidence-based policies  
24 that support equitable learning for each child for the purpose of  
25 consultation and guidance on meeting agendas and materials  
26 development, meeting facilitation, documenting collaborative  
27 discussions and recommendations, locating and summarizing useful  
28 policy and research documents, and drafting required reports.

29 (6) Legislative members of the collaborative are reimbursed for  
30 travel expenses in accordance with RCW 44.04.120. Nonlegislative  
31 members are not entitled to be reimbursed for travel expenses if they  
32 are elected officials or are participating on behalf of an employer,  
33 governmental entity, or other organization. Any reimbursement for  
34 other nonlegislative members is subject to chapter 43.03 RCW.

35 (7)(a) By November 1, 2018, and in compliance with RCW 43.01.036,  
36 the collaborative shall submit a preliminary report to the education  
37 committees of the legislature that makes recommendations on the  
38 educator certificate types, tiers, and renewal issues described in  
39 subsection (3) of this section. The report must also describe the  
40 activities of the collaborative to date, and include any preliminary

1 recommendations agreed to by the collaborative on other issues  
2 described in subsection (3) of this section.

3 (b) By November 1, 2019, and in compliance with RCW 43.01.036,  
4 the collaborative shall submit a final report to the education  
5 committees of the legislature that describes the activities of the  
6 collaborative since the preliminary report and makes recommendations  
7 on each issue described in subsection (2) of this section.

8 (8) This section expires August 31, 2020.

9 NEW SECTION. **Sec. 403.** This act is necessary for the immediate  
10 preservation of the public peace, health, or safety, or support of  
11 the state government and its existing public institutions, and takes  
12 effect immediately.

--- END ---