
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 ~~((r))~~
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

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

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

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

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

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

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

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

CAREER CHANGERS

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

SUBJECT MATTER EXPERTS—THROUGH ALTERNATIVE ROUTES. (1) (a) By June 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.

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

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

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

EDUCATOR CONDITIONAL SCHOLARSHIP AND LOAN REPAYMENT PROGRAMS

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

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

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

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

~~(b) Other K-12 educational sites in the state of Washington as designated by the student achievement council))~~ a common school as defined in RCW 28A.150.020.

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

1 ~~(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~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) Not have earned a college degree;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(3) The office shall establish a process for forgiveness, 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) RCW 28B.102.010 (Intent—Legislative findings) and 2004 c 58 s 1 & 1987 c 437 s 1;

(2) RCW 28B.102.040 (Selection of participants—Processes—Criteria) and 2011 1st sp.s. c 11 s 178, 2008 c 170 s 306, & 2005 c 518 s 918;

(3) RCW 28B.102.050 (Award of conditional scholarships and loan repayments—Amount—Duration) and 2011 1st sp.s. c 11 s 179, 2004 c 58 s 6, & 1987 c 437 s 5;

(4) RCW 28B.102.060 (Repayment obligation) and 2011 1st sp.s. c 11 s 181, 2011 c 26 s 4, 2004 c 58 s 7, 1996 c 53 s 2, 1993 c 423 s 1, 1991 c 164 s 6, & 1987 c 437 s 6;

(5) RCW 28A.660.050 (Conditional scholarship programs—Requirements—Recipients) and 2016 c 233 s 14, 2015 3rd sp.s. c 9 s 2, 2015 1st sp.s. c 3 s 4, 2012 c 229 s 507, 2011 1st sp.s. c 11 s 134, & 2010 c 235 s 505; and

(6) RCW 28A.660.055 (Eligible veteran or national guard member—Definition) and 2009 c 192 s 3.

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

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

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

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

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

TUITION WAIVERS

Sec. 224. RCW 28B.15.558 and 2016 c 233 s 18 are each amended to 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(~~(,r)~~) 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 (3) ~~((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:~~

~~(a) Estimated costs and statutory authority needed for further development and implementation of these assessments;~~

~~(b) A common and standardized rubric for determining whether a teacher meets the minimum level of performance of the assessments; and~~

~~(c) Administration and management of the assessments.~~

~~(4) To the extent that funds are appropriated for this purpose and in accordance with the timeline established in subsection (2) of this section, recognizing the capacity limitations of the education systems, the professional educator standards board shall develop the system and process as established in subsections (1), (2), and (3) of this section throughout the remainder of the 2010-11 and 2011-12 school years.~~

~~(5) Beginning no earlier than September 1, 2011,))~~ Award of a professional certificate shall be based on a minimum of two years of successful teaching experience as defined by the board ((and on the results of the evaluation authorized under RCW 28A.410.210(14) and under this section)), and may not require candidates to enroll in a professional certification program.

~~((6) Beginning July 1, 2011,))~~ (3) Educator preparation programs approved to offer the residency teaching certificate shall be required to demonstrate how the program produces effective teachers as evidenced by the measures established under this section and other criteria established by the Washington professional educator standards board.

EVALUATIONS

Sec. 307. RCW 28A.405.100 and 2012 c 35 s 1 are each amended to read as follows:

(1)(a) Except as provided in subsection (2) of this section, the superintendent of public instruction shall establish and may amend from time to time minimum criteria for the evaluation of the professional performance capabilities and development of certificated classroom teachers and certificated support personnel. For classroom teachers the criteria shall be developed in the following categories: Instructional skill; classroom management, professional preparation and scholarship; effort toward improvement when needed; the handling of student discipline and attendant problems; and interest in teaching pupils and knowledge of subject matter.

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~~

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

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

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

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

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

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

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

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

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

(G) Developing recommendations regarding how teacher evaluations could inform state policies regarding the criteria for a teacher to obtain continuing contract status under RCW 28A.405.210. In 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 (e)(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

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

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

PART IV
STRENGTHENING AND SUPPORTING PROFESSIONAL
PATHWAYS FOR EDUCATORS—THE COLLABORATIVE

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

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

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

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

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

(b) The collaborative shall examine issues related to educator recruitment, certification, retention, professional learning and 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 ---