
THIRD SUBSTITUTE HOUSE BILL 1827

State of Washington**65th Legislature****2018 Regular Session**

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

1 AN ACT Relating to expanding the current and future educator
2 workforce supply through evidence-based strategies to improve and
3 incentivize the recruitment and retention of highly effective
4 educators, especially in high-need subject, grade-level, and
5 geographic areas, and to establish a cohesive continuum of high
6 quality professional learning from preparation programs to job
7 embedded induction, mentoring, collaboration, and other professional
8 development opportunities; 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, 43.79A.040, 28B.15.558, 28A.415.265, and
12 28A.405.100; adding a new section to chapter 28A.310 RCW; adding a
13 new section to chapter 28A.630 RCW; adding new sections to chapter
14 28A.410 RCW; adding new sections to chapter 28B.102 RCW; adding a new
15 section to chapter 28A.660 RCW; adding a new section to chapter
16 28B.76 RCW; creating new sections; recodifying RCW 28A.660.042,
17 28A.660.045, and 28A.630.205; repealing RCW 28B.102.010, 28B.102.040,
18 28B.102.050, 28B.102.060, 28A.660.050, and 28A.660.055; providing
19 expiration dates; and declaring an emergency.

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

NEW SECTION. **Sec. 1.** FINDINGS—INTENT. (1) The legislature recognizes that, when the office of the superintendent of public instruction surveyed school principals and human resource directors in 2016, districts reported that they are struggling to hire qualified classroom teachers and substitutes. Washington produced nearly two thousand five hundred teachers in 2015; however, the office estimates that the shortfall of needed teachers is approximately three thousand five hundred annually if trends continue.

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

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

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

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

PART I

RECRUITMENT—CHARACTERISTICS OF INDIVIDUALS

NEW SECTION. **Sec. 101.** FINDINGS—INTENT. (1) The legislature finds that effective educators who share their love of learning

1 inspire students to enter into the education profession. The
2 legislature further finds that every category and level of educator
3 should support and inspire the next generation into careers in
4 education.

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

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

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

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

27 REGIONAL RECRUITERS

28 NEW SECTION. **Sec. 102.** A new section is added to chapter
29 28A.310 RCW to read as follows:

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

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

1 (a) Serving as a liaison between local school districts and
2 educator preparation programs, between their region and other regions
3 in the state, and between the local school districts and agencies
4 that may be helpful in educator recruitment efforts, including the
5 office of the superintendent of public instruction, the Washington
6 professional educator standards board, the paraeducator board, the
7 student achievement council, the state board for community and
8 technical colleges, the state department of veterans affairs, the
9 state military department, and the workforce training and education
10 coordinating board;

11 (b) Encouraging and supporting local school districts to develop
12 or expand a recruiting Washington teachers program under RCW
13 28A.415.370, a career and technical education careers in education
14 program, or an alternative route teacher certification program under
15 chapter 28A.660 RCW;

16 (c) Providing outreach to community members who may be interested
17 in becoming educators, including high school and college students,
18 subject matter experts, and former military personnel and their
19 spouses;

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

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

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

28 (4)(a) The office of the superintendent of public instruction
29 must administer the regional educator recruitment program. In
30 administering the program and providing any associated grants, the
31 office must prioritize grants to educational service districts whose
32 school districts have the least access to alternative route teacher
33 certification programs.

34 (b) Beginning September 1, 2018, the educational service
35 districts in the program must employ a person with the duties and
36 characteristics specified in subsections (2) and (3) of this section.
37 The educational service districts in the program must collaborate
38 with the office of the superintendent of public instruction and the
39 Washington association of educational service districts to prepare
40 the report required in (c) of this subsection.

(c) By December 1, 2020, and in compliance with RCW 43.01.036, the office of the superintendent of public instruction, in collaboration with the Washington association of educational service districts, must evaluate the program and submit a report to the appropriate committees of the legislature. At a minimum, the report must: Summarize the activities of the educational service districts in the program with regards to educator recruitment, including the activities described in subsection (2) of this section, in comparison to the educator recruitment activities of the educational service districts not participating in the program; include any outcomes data that is available; and recommend whether the program should be expanded to all educational service districts or discontinued.

STUDENTS

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

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

(b) As used in this section, "shortage area" has the definition in RCW 28B.102.020.

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

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

1 (b) A high school curriculum that: Provides future teachers with
2 opportunities to observe classroom instruction at all grade levels;
3 includes preteaching internships at all grade levels with a focus on
4 shortage areas; and covers such topics as lesson planning, learning
5 styles, student learning data and information, ~~((the achievement~~
6 ~~gap))~~ academic disparities among student subgroups, cultural
7 competency, college success and workforce skills, and education
8 policy;

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

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

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

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

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

33 (c) Conduct ~~((an))~~ periodic evaluations of the effectiveness of
34 current strategies and programs for recruiting teachers, especially
35 multilingual, multicultural teachers, in Washington and in other
36 states. The board shall use the findings from the evaluation to
37 revise the recruiting Washington teachers program as necessary and
38 make other recommendations to teacher preparation programs or the
39 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) The Washington professional educator standards board shall transition the alternative route partnership grant program from a separate competitive grant program to a preparation program model to be expanded among approved preparation program providers.

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

(c) The Washington professional educator standards board must construct rules that address the competitive grant process and program design.

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

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

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

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

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

1 (e) Expand access and opportunity for individuals to become
2 teachers statewide; and

3 (f) Give preference in admissions to applicants for alternative
4 route programs who are eligible veterans or national guard members
5 and who meet the entry requirements for the alternative route
6 program.

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

17 (a) The number and percentage of alternative route completers
18 hired;

19 (b) The percentage of alternative route completers from
20 underrepresented populations;

21 (c) Three-year and five-year retention rates of alternative route
22 completers;

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

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

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

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

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

1 school districts to develop partnership (~~((grant))~~) programs between
2 the districts and teacher preparation programs to provide alternative
3 route programs under RCW 28A.660.020 and to recruit paraeducators and
4 other (~~((individuals))~~) persons in the local community to become
5 (~~((certified))~~) certificated as teachers. An alternative route
6 partnership program proposed by an identified school district shall
7 receive priority eligibility for partnership grants under RCW
8 28A.660.020. To the maximum extent possible, the board shall
9 coordinate the recruiting Washington teachers program under RCW
10 28A.415.370 with the alternative route partnership programs under
11 this section.

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

22 (2) The members of the work group must include representatives
23 from the office of the superintendent of public instruction, the
24 state department of veterans affairs, the state military department,
25 educator preparation programs, and state educator associations, and a
26 superintendent from a school district in the vicinity of a military
27 installation.

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

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

33 (5) By December 1, 2018, and in compliance with RCW 43.01.036,
34 the work group shall report its findings and recommendations to the
35 appropriate committees of the legislature.

36 (6) This section expires June 30, 2019.

37 NEW SECTION. **Sec. 107.** A new section is added to chapter
38 28A.630 RCW to read as follows:

1 (1)(a) The office of the superintendent of public instruction
2 shall distribute grants to an educational service district that
3 volunteers to pilot an alternative route teacher certification
4 program, under chapter 28A.660 RCW. The purpose of the grant is to
5 provide financial assistance to teacher candidates enrolled in the
6 educational service district's alternative route teacher
7 certification program with the intent to pursue an initial teacher
8 certificate. The office must provide a grant sufficient to provide
9 eight thousand dollars of financial assistance to thirty teacher
10 candidates in the 2018-19 school year and to forty teacher candidates
11 in the 2019-20 school year.

12 (b) In piloting the program, the educational service district
13 must:

14 (i) Retired or practicing teachers and administrators who are
15 knowledgeable and experienced classroom teachers inform the
16 development and curriculum of the program;

17 (ii) Provide extended support and mentoring through the first
18 three years of a teacher's career, using the components of the
19 beginning educator support team, under RCW 28A.415.265;

20 (iii) Support school districts to develop school staff and
21 community members to become teachers, so that the district's teachers
22 better reflect the region's demographics, values, and interests; and

23 (iv) Provide opportunities for classified staff to become
24 teachers.

25 (2) By November 1, 2023, the volunteer educational service
26 district must report to the office of the superintendent of public
27 instruction with the outcomes of the pilot and any recommendations
28 for implementing alternative route teacher certification programs in
29 other educational service districts. The report must include the
30 following data: (a) The number of teacher candidates applying for,
31 and completing, the alternative route teacher certification program;
32 (b) the number of completers who become teachers, both in the
33 educational service district and elsewhere in the state; and (c)
34 retention of teachers in the educational service district prior
35 before and after implementation of the pilot. The data must be
36 disaggregated by race and ethnicity, gender, type of endorsement, and
37 school. The report must also include feedback from school principals
38 and teachers in the local school districts.

39 (3) By December 1, 2023, and in compliance with RCW 43.01.036,
40 the office of the superintendent of public instruction must submit

1 the educational service district's report, required under subsection
2 (2) of this section, to the appropriate committees of the
3 legislature, with recommendations for whether the pilot program
4 should be expanded, modified, or terminated.

5 (4) This section expires July 1, 2024.

6 **PART II**

7 **FINANCIAL INCENTIVES, ASSISTANCE, AND SUPPORTS**

8 NEW SECTION. **Sec. 201.** FINDINGS—INTENT. (1) The legislature
9 finds that financial incentives, assistance, and supports are
10 essential to recruit and retain persons into educator positions
11 within the public common school system. In order to have the most
12 impact, these incentives, assistance, and supports must be related
13 explicitly and directly to the legislature's objectives for
14 recruiting and retaining an educator workforce that will best serve
15 diverse student populations, as well as meet the state's short-term
16 and long-term educator workforce needs.

17 (2) Therefore, the legislature intends to:

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

19 (b) Remove barriers and disincentives; and

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

23 (3) The legislature further intends to provide conditional
24 scholarships to recruit persons into the profession of education and
25 to assist with keeping them in the profession during the early years
26 of their career. The legislature recognizes that the state need grant
27 does not meet the needs of many qualified students, so these
28 conditional scholarships are intended to be provided in a "last
29 dollar in" model. The legislature also intends for loan repayment
30 programs to help retain certificated educators who are already
31 working in the public common schools.

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

1 **FIELD PLACEMENTS**

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

4 FIELD PLACEMENT PLANS. (1)(a) By July 1, 2018, each (~~institution~~
5 ~~of higher education with a~~) Washington professional educator
6 standards board-approved teacher preparation program, including an
7 alternative route teacher certification program, must develop a plan
8 describing how the (~~institution of higher education~~) program will
9 partner with school districts in the general geographic region of the
10 (~~school, or where its programs are offered,~~) program regarding
11 field placement of (~~resident~~) student teachers. The plans must be
12 developed in collaboration with school districts desiring to partner
13 with the (~~institutions of higher education~~) programs, and may
14 include use of unexpended federal or state funds to support
15 residencies and mentoring for students who are likely to continue
16 teaching in the district in which they have a supervised (~~student~~
17 ~~teaching residency~~) field placement.

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

20 (i) Field placement of student teachers should be targeted to
21 high-need subject areas, including special education and English
22 learner, and high-need geographic areas, including Title I and rural
23 schools; and

24 (ii) Student teacher mentors should be highly effective as
25 evidenced by the mentors having received level 3 or above on both
26 criteria 3 (recognizing individual student learning needs and
27 developing strategies to address those needs) and criteria 6 (using
28 multiple student data elements to modify instruction and improve
29 student learning) on their most recent comprehensive performance
30 evaluation under RCW 28A.405.100. Student teacher mentors should also
31 have received or be concurrently receiving professional development
32 in mentoring skills.

33 (2) The plans required under subsection (1) of this section must
34 be submitted to the professional educator standards board and updated
35 at least biennially.

36 (3) The professional educator standards board shall post the
37 plans and updates required under this section on its web site.

38 (4) By December 1, 2018, and in compliance with RCW 43.01.036,
39 the student achievement council, in cooperation with the professional

educator standards board-approved teacher preparation programs, the Washington state school directors' association, and the rural education center at Washington State University, must submit a report to the appropriate committees of the legislature. The report must include policy recommendations to encourage or require the professional educator standards board-approved teacher preparation programs to develop relationships with, and provide supervisory support for field placements of student teachers in, school districts that are not in the general geographic area of an approved teacher preparation program.

NEW SECTION. Sec. 203. A new section is added to chapter 28A.410 RCW to read as follows:

FIELD PLACEMENT PLANS. Each Washington professional educator standards board-approved teacher preparation program, including an alternative route teacher certification program, must develop a plan regarding field placement of student teachers in accordance with RCW 28B.10.033.

Sec. 204. RCW 28B.76.699 and 2016 c 233 s 17 are each amended to read as follows:

GRANTS FOR STUDENT TEACHERS AT TITLE I SCHOOLS. (1) ~~((Subject to the availability of amounts appropriated for this specific purpose,))~~ The office shall administer a student teaching ~~((residency))~~ grant program to provide additional funds to ~~((individuals completing))~~ student ~~((teaching residencies))~~ teachers at Title I public common schools in Washington.

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

(3) (a) Beginning December 1, 2020, and in compliance with RCW 43.01.036, the office must submit a biennial report to the appropriate committees of the legislature. The report must provide the following information:

(i) Aggregate data on the number of persons who applied for and received the grants awarded under this section, including teacher

1 preparation program type, student teaching school district, and award
2 amount;

3 (ii) Aggregate data on where grant recipients are teaching two
4 years and five years after obtaining a teacher certificate, and
5 whether grant recipients remain teaching in Title I public common
6 schools; and

7 (iii) Recommendations for modifying the grant program.

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

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

12 **BASIC SKILLS AND CONTENT TEST ASSISTANCE**

13 **Sec. 205.** RCW 28A.630.205 and 2016 c 233 s 16 are each amended
14 to read as follows:

15 TEACHER ENDORSEMENT AND CERTIFICATION HELP PROGRAM. (1) ~~((Subject~~
16 ~~to the availability of amounts appropriated for this specific~~
17 ~~purpose,))~~ The teacher endorsement and certification help ~~((pilot~~
18 ~~project))~~ program, known as the TEACH ~~((pilot))~~ program, is created.
19 ~~((The scale of the TEACH pilot is dependent on the level of funding~~
20 ~~appropriated.))~~

21 (2) The student achievement council, after consultation with the
22 professional educator standards board, shall have the power and duty
23 to develop and adopt rules as necessary under chapter 34.05 RCW to
24 administer the ~~((pilot project))~~ program described in this section.
25 The rules, which must be adopted by August 1, ~~((2016))~~ 2018, must
26 include:

27 (a) A TEACH ~~((pilot))~~ grant application process;

28 (b) A financial need verification process;

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

31 (d) A process for disbursing TEACH ~~((pilot))~~ grant awards to
32 selected applicants.

33 (3) A student seeking a TEACH ~~((pilot))~~ grant to cover the costs
34 of basic skills and content tests required for initial teacher
35 certification and endorsement must submit an application to the
36 student achievement council, following the rules developed under this
37 section.

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

3 (a) Be enrolled in, have applied to, or have completed a
4 professional educator standards board-approved teacher preparation
5 program;

6 (b) Demonstrate financial need, as defined by the office of
7 student financial assistance and consistent with the income criteria
8 required to receive the state need grant established in chapter
9 28B.92 RCW or applicable rules;

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

11 (d) Register for an endorsement competency test in one or more
12 endorsement shortage areas, where "shortage area" has the definition
13 in RCW 28B.102.020.

14 (5) Beginning (~~((September))~~) August 1, ((2016)) 2018, the student
15 achievement council, in collaboration with the professional educator
16 standards board, shall award a TEACH (~~((pilot))~~) grant to a student who
17 meets the qualifications listed in this section and in rules
18 developed under this section. The TEACH (~~((pilot))~~) grant award must
19 cover the costs of basic skills and content tests required for
20 initial teacher certification. The council shall prioritize TEACH
21 (~~((pilot))~~) grant awards first to applicants registered for competency
22 tests in endorsement shortage areas and second to applicants with
23 greatest financial need. The council shall scale the number of TEACH
24 (~~((pilot))~~) grant awards to the amount of funds appropriated for this
25 purpose.

26 (6) The student achievement council and the professional educator
27 standards board shall include information about the TEACH (~~((pilot))~~)
28 program in materials distributed to schools and students.

29 (7) (~~((By))~~) Beginning December (~~((31, 2018))~~) 1, 2020, and by
30 December 1st each even-numbered year thereafter, in compliance with
31 RCW 43.01.036, the student achievement council, in collaboration with
32 the professional educator standards board, shall submit a
33 (~~((preliminary))~~) report to the appropriate committees of the
34 legislature that details the effectiveness and costs of the (~~((pilot~~
35 ~~project))~~) program. The (~~((preliminary))~~) report must:

36 (a) Compare the numbers and demographic information of students
37 taking and passing tests in the endorsement shortage areas before and
38 after implementation of the (~~((pilot project, and))~~) program;

39 (b) Determine the amount of TEACH (~~((pilot))~~) grants (~~((award~~
40 ~~financial assistance))~~) awarded each (~~((pilot))~~) year and per student (~~((-~~

~~(8) By December 31, 2020, 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. In addition to updating the preliminary report, the final report must (a)):~~

~~(c) 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)) (d) 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. 206. 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) "Certificate" or "certificated" does not include a limited or conditioned certificate.

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

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

~~((3) "Eligible student" means a student who is registered for at least six credit hours or the equivalent, demonstrates high academic achievement, is a resident student as defined by RCW 28B.15.012 and 28B.15.013, and has a declared intention to complete an approved~~

1 ~~preparation program leading to initial teacher certification or~~
2 ~~required for earning an additional endorsement, and commits to~~
3 ~~teaching service in the state of Washington.~~

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

8 (5) "Eligible veteran or national guard member" means a
9 Washington domiciliary who was an active or reserve member of the
10 United States military or naval forces, or a national guard member
11 called to active duty, who served in active federal service, under
12 either Title 10 or Title 32 of the United States Code, in a war or
13 conflict fought on foreign soil or in international waters or in
14 another location in support of those serving on foreign soil or in
15 international waters, and if discharged from service, has received an
16 honorable discharge.

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

22 ((+6)) (7) "Institution of higher education" or "institution"
23 means a college or university in the state of Washington that is
24 accredited by an accrediting association recognized as such by rule
25 of the student achievement council.

26 ((+7)) (8) "Loan repayment" means a federal student loan that is
27 repaid in whole or in part if the ((recipient renders service))
28 borrower serves as a ((teacher)) certificated employee in an approved
29 education program ((in Washington state)).

30 ((+8)) (9) "Office" means the office of student financial
31 assistance.

32 ((+9)) (10) "Participant" means ((an eligible student)) a person
33 who has received a conditional scholarship or loan repayment under
34 this chapter.

35 ((+10)) (11) "Public school" ((means an elementary school, a
36 middle school, junior high school, or high school within the public
37 school system referred to in Article IX of the state Constitution))
38 has the same meaning as in RCW 28A.150.010.

39 ((+11) "Satisfied" means paid in full.

1 ~~(12) "Teacher))~~ (12) "Shortage area" means ~~((a shortage of~~
2 ~~elementary or secondary school teachers in a specific subject area,~~
3 ~~discipline, classification,))~~ an endorsement or geographic area as
4 defined by the Washington professional educator standards board, in
5 consultation with the office of the superintendent of public
6 instruction, with a shortage of certificated employees. "Shortage
7 area" must be defined biennially using quantitative and qualitative
8 measures.

9 **Sec. 207.** RCW 28B.102.030 and 2012 c 229 s 563 are each amended
10 to read as follows:

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

17 (1) Select ~~((students))~~ persons to receive conditional
18 scholarships or loan repayments;

19 (2) Adopt necessary rules and guidelines;

20 (3) Publicize the programs in collaboration with the office of
21 the superintendent of public instruction and the Washington
22 professional educator standards board;

23 (4) Collect and manage repayments from ~~((students))~~ participants
24 who do not meet their ~~((teaching))~~ service obligations under this
25 chapter; and

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

28 NEW SECTION. **Sec. 208.** A new section is added to chapter
29 28B.102 RCW to read as follows:

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

33 (2) The office shall consult with a stakeholder group to develop
34 awarding criteria, consistent with the requirements in this section,
35 for the selection of eligible participants for each program based on
36 the minimum qualifications established in this section and any
37 additional qualifications established in each program description
38 under this chapter.

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

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

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

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

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

Sec. 209. RCW 28B.102.045 and 2004 c 58 s 5 are each amended to read as follows:

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

NEW SECTION. **Sec. 210.** A new section is added to chapter 28B.102 RCW to read as follows:

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

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

(2) The allowable uses of a conditional scholarship under this 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. 211.** 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

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

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

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

10 (3) Participants are eligible to receive a teacher shortage
11 conditional scholarship for up to four academic years.

12 NEW SECTION. Sec. 212. A new section is added to chapter
13 28B.102 RCW to read as follows:

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

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

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

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

24 (3) Participants are eligible to receive an alternative route
25 conditional scholarship for up to two academic years.

26 **Sec. 213.** RCW 28A.660.042 and 2017 c 237 s 19 are each amended
27 to read as follows:

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

1 teachers through alternative route teacher certification programs by
2 providing financial aid for the completion of an associate of arts
3 degree.

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

6 (a) Not have earned a college degree;

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

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

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

17 (3) Participants are eligible to receive a pipeline for
18 paraeducators conditional scholarship for up to four academic years.

19 **Sec. 214.** RCW 28A.660.045 and 2015 3rd sp.s. c 9 s 1 are each
20 amended to read as follows:

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

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

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

35 ~~(b) Individuals having an elementary education certificate but~~
36 ~~who are not employed in positions requiring an elementary education~~
37 ~~certificate shall pursue an endorsement in a subject or geographic~~
38 ~~endorsement shortage area, as defined by the professional educator~~
39 ~~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 current Washington teacher certificate or an expired 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 the equivalent of one full-time academic year.

(3) Participants are eligible to receive an educator retooling conditional scholarship for up to two academic years.

NEW SECTION. **Sec. 215.** 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 provide financial aid for nonteachers and teachers to obtain necessary certificates and endorsements through any approved route to become career and technical education teachers.

(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 certificates 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 career and technical education 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 and the office of the superintendent of public instruction.

(4) Participants are eligible to receive a career and technical education conditional scholarship for up to two academic years.

NEW SECTION. **Sec. 216.** 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 service obligation due to circumstances beyond the participants' control, for example certain medical conditions, military deployment, declassification of a participant's shortage area, or hardship for a participant to relocate to an approved education program with a

1 shortage area, provided the participant was serving as a certificated
2 employee in a shortage area in an approved education program.

3 **Sec. 217.** RCW 28B.102.055 and 2011 1st sp.s. c 11 s 180 are each
4 amended to read as follows:

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

16 (2) The agreement shall specify the period of time it is in
17 effect and detail the obligations of the office and the participant,
18 including the amount to be paid to the participant. The ratio of loan
19 repayment to years of teaching service for the loan repayment program
20 must be the same as established for the conditional scholarship
21 programs under section 216 of this act. The agreement ~~((may))~~ must
22 also specify the ~~((geographic location and subject matter))~~ shortage
23 area of teaching service for which loan repayment will be provided.

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

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

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

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

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

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

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

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

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

13 NEW SECTION. **Sec. 218.** A new section is added to chapter
14 28B.102 RCW to read as follows:

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

29 **Sec. 219.** RCW 28B.102.080 and 2011 1st sp.s. c 11 s 182 are each
30 amended to read as follows:

31 CUSTODIAL ACCOUNT. (1) The ~~((future—teachers))~~ educator
32 conditional scholarship account is created in the custody of the
33 state treasurer. An appropriation is not required for expenditures of
34 funds from the account. The account is not subject to allotment
35 procedures under chapter 43.88 RCW except for moneys used for program
36 administration.

37 (2) The office shall deposit in the account all moneys received
38 for the ~~((future—teachers))~~ educator conditional scholarship and loan

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

15 (3) Expenditures from the account may be used (~~(solely for~~
16 ~~conditional loans and loan repayments to participants in the future~~
17 ~~teachers conditional scholarship and loan repayment program~~
18 ~~established by this chapter, conditional scholarships for~~
19 ~~participants in programs established in chapter 28A.660 RCW, and~~
20 ~~costs associated with program administration by the office)~~) only for
21 the purposes of this chapter.

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

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

28 **Sec. 220.** RCW 43.79A.040 and 2017 3rd sp.s. c 5 s 89 are each
29 amended to read as follows:

30 MANAGEMENT OF TREASURER'S TRUST FUND. (1) Money in the
31 treasurer's trust fund may be deposited, invested, and reinvested by
32 the state treasurer in accordance with RCW 43.84.080 in the same
33 manner and to the same extent as if the money were in the state
34 treasury, and may be commingled with moneys in the state treasury for
35 cash management and cash balance purposes.

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

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

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

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

1 transportation investment district account, the rural rehabilitation
2 account, the Washington sexual assault kit account, the stadium and
3 exhibition center account, the youth athletic facility account, the
4 self-insurance revolving fund, the children's trust fund, the
5 Washington horse racing commission Washington bred owners' bonus fund
6 and breeder awards account, the Washington horse racing commission
7 class C purse fund account, the individual development account
8 program account, the Washington horse racing commission operating
9 account, the life sciences discovery fund, the Washington state
10 heritage center account, the reduced cigarette ignition propensity
11 account, the center for childhood deafness and hearing loss account,
12 the school for the blind account, the Millersylvania park trust fund,
13 the public employees' and retirees' insurance reserve fund, and the
14 radiation perpetual maintenance fund.

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

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

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

32 NEW SECTION. **Sec. 221.** REPEALERS. The following acts or parts
33 of acts are each repealed:

34 (1) RCW 28B.102.010 (Intent—Legislative findings) and 2004 c 58 s
35 1 & 1987 c 437 s 1;

36 (2) RCW 28B.102.040 (Selection of participants—Processes—
37 Criteria) and 2011 1st sp.s. c 11 s 178, 2008 c 170 s 306, & 2005 c
38 518 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. 222.** RECODIFICATION. RCW 28A.660.042 and 28A.660.045 are each recodified as sections in chapter 28B.102 RCW.

NEW SECTION. **Sec. 223.** A new section is added to chapter 28A.660 RCW to read as follows:

Nothing in sections 206 through 221 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. 224.** A new section is added to chapter 28B.102 RCW to read as follows:

Nothing in sections 206 through 221 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.

NEW SECTION. **Sec. 225.** RECODIFICATION. RCW 28A.630.205 is recodified as a section in chapter 28B.76 RCW.

TUITION WAIVERS

Sec. 226. RCW 28B.15.558 and 2016 c 233 s 18 are each amended to read as follows:

SPACE AVAILABLE TUITION WAIVERS. (1) The governing boards of the state universities, the regional universities, The Evergreen State

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

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

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

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

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

21 (a) Permanent employees in classified service under chapter 41.06
22 RCW;

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

25 (c) Permanent classified employees and exempt paraprofessional
26 employees of technical colleges; and

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

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

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

39 (5) In awarding waivers, an institution of higher education may
40 award waivers to eligible persons employed by the institution before

1 considering waivers for eligible persons who are not employed by the
2 institution.

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

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

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

16 **TEACHER PREPARATION PROGRAM EXPANSION**

17 NEW SECTION. **Sec. 227.** EXPAND ENROLLMENTS IN HIGH-NEED SUBJECTS
18 AND LOCATIONS. The legislature recognizes the important role of
19 teacher preparation programs in addressing the shortages in the
20 educator career continuum. Through the omnibus appropriations act,
21 the legislature intends to prioritize the expansion of teacher
22 preparation program enrollments in high-need subjects and high-need
23 locations within the state, taking into consideration the community
24 and technical colleges' capacity to contribute to teacher
25 preparation.

26 **PART III**

27 **RETENTION STRATEGIES**

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

1 such as lack of induction and mentoring for beginning educators,
2 complicated and burdensome certification requirements, and frequent
3 comprehensive performance evaluation requirements for proficient and
4 distinguished educators.

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

14 (3) The legislature acknowledges that a substantial step towards
15 reducing the barriers of complicated and burdensome certification
16 requirements was taken in chapter 26, Laws of 2017 by creating a
17 flexible option for renewing teacher and administrator certificates.
18 However, continued legislative review and refinement of the link
19 between certification programs, effective pedagogy, and professional
20 satisfaction is necessary to strengthen educator retention efforts.

21 (4) Further efforts can also focus on the improvement of working
22 conditions within schools and school districts. The legislature
23 intends to expand upon successful educator induction and mentoring
24 programs such as the beginning educator support team program, and to
25 streamline the teacher and principal evaluation program requirements
26 for the highest performing educators.

27 BEGINNING EDUCATOR SUPPORT

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

30 (1) For the purposes of this section, a mentor is an educator
31 who: Has ((achieved appropriate)) successfully completed training in
32 assisting, coaching, and advising beginning principals, beginning
33 teachers, or student ((teaching residents)) teachers as defined by
34 the office of the superintendent of public instruction ((, such as
35 national board certification or other specialized training)); has
36 been selected using mentor standards developed by the office of the
37 superintendent of public instruction; and is participating in ongoing
38 mentor skills professional development.

1 (2) (a) The beginning educator support team program is established
2 to provide professional development and ~~((mentor support))~~ mentoring
3 for beginning ~~((educators))~~ principals, beginning teachers, and
4 candidates in alternative route teacher certification programs under
5 chapter 28A.660 RCW ~~((28A.660.040, and educators on probation under~~
6 ~~RCW 28A.405.100, to be composed of the beginning educator support~~
7 ~~team for beginning educators and continuous improvement coaching for~~
8 ~~educators on probation, as provided in this section))~~ .

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

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

20 (a) ~~((School districts with low-performing schools identified~~
21 ~~under RCW 28A.657.020 as being challenged schools in need of~~
22 ~~improvement; and))~~ Schools and districts identified for comprehensive
23 or targeted support and improvement as required under the federal
24 elementary and secondary education act;

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

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

30 (4) A portion of the appropriated funds may be used for program
31 coordination and provision of statewide or regional professional
32 development through the office of the superintendent of public
33 instruction.

34 (5) A beginning educator support team program must include the
35 following components:

36 (a) A paid instructional orientation or individualized assistance
37 before the start of the school year for ~~((beginning educators))~~
38 program participants;

39 (b) Assignment of a trained and qualified mentor for ~~((the~~
40 ~~first))~~ up to three years for ~~((beginning educators))~~ program

1 participants, with intensive support in the first year and decreasing
2 support ~~((over the following))~~ in subsequent years ~~((depending on the~~
3 ~~needs of the beginning educator))~~;

4 (c) A goal to provide ~~((beginning teachers))~~ program participants
5 from underrepresented populations with a mentor who has strong ties
6 to underrepresented populations;

7 (d) Ongoing professional development for ~~((beginning educators))~~
8 program participants that is designed to meet their unique needs for
9 supplemental training and skill development;

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

11 (f) Release time for mentors and ~~((their designated educators))~~
12 program participants to work together, as well as time for
13 ~~((educators))~~ program participants to observe accomplished peers;
14 ~~((and))~~

15 (g) To the extent possible, an assignment that is appropriate for
16 beginning principals or beginning teachers;

17 (h) Nonevaluative observations with written feedback for program
18 participants;

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

22 (j) Adherence to research-based standards for beginning educator
23 induction developed by the office of the superintendent of public
24 instruction; and

25 (k) A program evaluation using a standard evaluation tool or
26 tools ~~((provided from))~~ designed by the office of the superintendent
27 of public instruction that measures: (i) Increased knowledge, skills,
28 and positive impact on student learning for program participants; and
29 (ii) increased retention of program participants.

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

35 EVALUATIONS

36 **Sec. 303.** RCW 28A.405.100 and 2012 c 35 s 1 are each amended to
37 read as follows:

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

11 (b) Every board of directors shall, in accordance with procedure
12 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and
13 41.59.920, establish evaluative criteria and procedures for all
14 certificated classroom teachers and certificated support personnel.
15 The evaluative criteria must contain as a minimum the criteria
16 established by the superintendent of public instruction pursuant to
17 this section and must be prepared within six months following
18 adoption of the superintendent of public instruction's minimum
19 criteria. The district must certify to the superintendent of public
20 instruction that evaluative criteria have been so prepared by the
21 district.

22 (2)(a) (~~((Pursuant to the implementation schedule established in~~
23 ~~subsection (7)(c) of this section,))~~ Every board of directors shall,
24 in accordance with procedures provided in RCW 41.59.010 through
25 41.59.170, 41.59.910, and 41.59.920, establish ((~~revised~~)) evaluative
26 criteria and a four-level rating system for all certificated
27 classroom teachers.

28 (b) The minimum criteria shall include: (i) Centering instruction
29 on high expectations for student achievement; (ii) demonstrating
30 effective teaching practices; (iii) recognizing individual student
31 learning needs and developing strategies to address those needs; (iv)
32 providing clear and intentional focus on subject matter content and
33 curriculum; (v) fostering and managing a safe, positive learning
34 environment; (vi) using multiple student data elements to modify
35 instruction and improve student learning; (vii) communicating and
36 collaborating with parents and the school community; and (viii)
37 exhibiting collaborative and collegial practices focused on improving
38 instructional practice and student learning. Student growth data must
39 be a substantial factor in evaluating the ((~~summative~~)) performance

1 of certificated classroom teachers for at least three of the
2 evaluation criteria listed in this subsection.

3 (c) The four-level rating system used to evaluate the
4 certificated classroom teacher must describe performance along a
5 continuum that indicates the extent to which the criteria have been
6 met or exceeded. The ~~((summative))~~ performance ratings shall be as
7 follows: Level 1 - unsatisfactory; level 2 - basic; level 3 -
8 proficient; and level 4 - distinguished. A classroom teacher shall
9 receive one of the four ~~((summative))~~ performance ratings for each of
10 the minimum criteria in (b) of this subsection and one of the four
11 ~~((summative))~~ performance ratings for the evaluation as a whole,
12 which shall be the comprehensive ~~((summative-evaluation))~~ performance
13 rating. ~~((By December 1, 2012,))~~ The superintendent of public
14 instruction must adopt rules prescribing a common method for
15 calculating the comprehensive ~~((summative-evaluation))~~ performance
16 rating for each of the preferred instructional frameworks, including
17 for a focused performance evaluation under subsection (12) of this
18 section, giving appropriate weight to the indicators evaluated under
19 each criteria and maximizing rater agreement among the frameworks.

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

28 (e) ~~((By September 1, 2012,))~~ The superintendent of public
29 instruction shall identify up to three preferred instructional
30 frameworks that support the ~~((revised))~~ four-level rating evaluation
31 system. The instructional frameworks shall be research-based and
32 establish definitions or rubrics for each of the four ~~((summative))~~
33 performance ratings for each evaluation criteria. Each school
34 district must adopt one of the preferred instructional frameworks and
35 post the selection on the district's web site. The superintendent of
36 public instruction shall establish a process for approving minor
37 modifications or adaptations to a preferred instructional framework
38 that may be proposed by a school district.

39 (f) Student growth data that is relevant to the teacher and
40 subject matter must be a factor in the evaluation process and must be

1 based on multiple measures that can include classroom-based, school-
2 based, district-based, and state-based tools. Student growth data
3 elements may include the teacher's performance as a member of a
4 grade-level, subject matter, or other instructional team within a
5 school when the use of this data is relevant and appropriate. Student
6 growth data elements may also include the teacher's performance as a
7 member of the overall instructional team of a school when use of this
8 data is relevant and appropriate. As used in this subsection,
9 "student growth" means the change in student achievement between two
10 points in time.

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

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

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

32 (4)(a) At any time after October 15th, an employee whose work is
33 not judged satisfactory based on district evaluation criteria shall
34 be notified in writing of the specific areas of deficiencies along
35 with a reasonable program for improvement. For classroom teachers who
36 ~~((have been transitioned to the revised evaluation system pursuant to~~
37 ~~the district implementation schedule adopted under subsection (7)(c)~~
38 ~~of this section))~~ are required to be on the four-level rating
39 evaluation system, the following comprehensive ~~((summative~~
40 ~~evaluation))~~ performance ratings based on the evaluation criteria in

subsection (2)(b) of this section mean a classroom teacher's work is not judged satisfactory:

(i) Level 1; or

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

(b) During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district. A probationary period of sixty school days shall be established. Days may be added if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year. The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive ((~~summative evaluation~~)) performance rating as of May 15th of less than level 2. The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW 28A.405.300. The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency. Should the evaluator not authorize such additional evaluator, the probationer may request that an additional certificated employee evaluator become part of the probationary process and this request must be implemented by including an additional experienced evaluator assigned by the educational service district in which the school district is located

1 and selected from a list of evaluation specialists compiled by the
2 educational service district. Such additional certificated employee
3 shall be immune from any civil liability that might otherwise be
4 incurred or imposed with regard to the good faith performance of such
5 evaluation. If a procedural error occurs in the implementation of a
6 program for improvement, the error does not invalidate the
7 probationer's plan for improvement or evaluation activities unless
8 the error materially affects the effectiveness of the plan or the
9 ability to evaluate the probationer's performance. The probationer
10 must be removed from probation if he or she has demonstrated
11 improvement to the satisfaction of the evaluator in those areas
12 specifically detailed in his or her initial notice of deficiency and
13 subsequently detailed in his or her program for improvement. A
14 classroom teacher who ~~((has been transitioned to the revised
15 evaluation system pursuant to the district implementation schedule
16 adopted under subsection (7)(c) of this section))~~ is required to be
17 on the four-level rating evaluation system must be removed from
18 probation if he or she has demonstrated improvement that results in a
19 new comprehensive ~~((summative evaluation))~~ performance rating of
20 level 2 or above for a provisional employee or a continuing contract
21 employee with five or fewer years of experience, or of level 3 or
22 above for a continuing contract employee with more than five years of
23 experience. Lack of necessary improvement during the established
24 probationary period, as specifically documented in writing with
25 notification to the probationer constitutes grounds for a finding of
26 probable cause under RCW 28A.405.300 or 28A.405.210.

27 (c) When a continuing contract employee with five or more years
28 of experience receives a comprehensive ~~((summative evaluation))~~
29 performance rating below level 2 for two consecutive years, the
30 school district shall, within ten days of the completion of the
31 second ~~((summative))~~ comprehensive ~~((comprehensive summative))~~
32 performance evaluation or May 15th, whichever occurs first, implement
33 the employee notification of discharge as provided in RCW
34 28A.405.300.

35 (d) Immediately following the completion of a probationary period
36 that does not produce performance changes detailed in the initial
37 notice of deficiencies and program for improvement, the employee may
38 be removed from his or her assignment and placed into an alternative
39 assignment for the remainder of the school year. In the case of a
40 classroom teacher who ~~((has been transitioned to the revised~~

~~evaluation system pursuant to the district implementation schedule adopted under subsection (7)(c) of this section))~~ is required to be on the four-level rating evaluation system, the teacher may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year immediately following the completion of a probationary period that does not result in the required comprehensive ~~((summative evaluation))~~ performance ratings specified in (b) of this subsection. This reassignment may not displace another employee nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term.

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

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

(b) The minimum criteria shall include: (i) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff; (ii) demonstrating commitment to closing the achievement gap; (iii) providing for school safety; (iv) leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; (v) assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals; (vi) monitoring, assisting, and

1 evaluating effective instruction and assessment practices; (vii)
2 managing both staff and fiscal resources to support student
3 achievement and legal responsibilities; and (viii) partnering with
4 the school community to promote student learning. Student growth data
5 must be a substantial factor in evaluating the ~~((summative))~~
6 performance of the principal for at least three of the evaluation
7 criteria listed in this subsection.

8 (c) The four-level rating system used to evaluate the principal
9 must describe performance along a continuum that indicates the extent
10 to which the criteria have been met or exceeded. The ~~((summative))~~
11 performance ratings shall be as follows: Level 1 - unsatisfactory;
12 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A
13 principal shall receive one of the four ~~((summative))~~ performance
14 ratings for each of the minimum criteria in (b) of this subsection
15 and one of the four summative performance ratings for the evaluation
16 as a whole, which shall be the comprehensive ~~((summative-evaluation))~~
17 performance rating.

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

26 (e) ~~((By September 1, 2012,))~~ The superintendent of public
27 instruction shall identify up to three preferred leadership
28 frameworks that support the ~~((revised))~~ four-level rating evaluation
29 system. The leadership frameworks shall be research-based and
30 establish definitions or rubrics for each of the four performance
31 ratings for each evaluation criteria. Each school district shall
32 adopt one of the preferred leadership frameworks and post the
33 selection on the district's web site. The superintendent of public
34 instruction shall establish a process for approving minor
35 modifications or adaptations to a preferred leadership framework that
36 may be proposed by a school district.

37 (f) Student growth data that is relevant to the principal must be
38 a factor in the evaluation process and must be based on multiple
39 measures that can include classroom-based, school-based, district-
40 based, and state-based tools. As used in this subsection, "student

1 growth" means the change in student achievement between two points in
2 time.

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

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

10 (i) Level 1; or

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

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

28 (b) ~~A new certificated classroom teacher evaluation system that~~
29 ~~implements the provisions of subsection (2) of this section and a new~~
30 ~~principal evaluation system that implements the provisions of~~
31 ~~subsection (6) of this section shall be phased in beginning with the~~
32 ~~2010-11 school year by districts identified in (d) of this subsection~~
33 ~~and implemented in all school districts beginning with the 2013-14~~
34 ~~school year.~~

35 (c) ~~Each school district board of directors shall adopt a~~
36 ~~schedule for implementation of the revised evaluation systems that~~
37 ~~transitions a portion of classroom teachers and principals in the~~
38 ~~district to the revised evaluation systems each year beginning no~~
39 ~~later than the 2013-14 school year, until all classroom teachers and~~
40 ~~principals are being evaluated under the revised evaluation systems~~

1 no later than the 2015-16 school year. A school district is not
2 precluded from completing the transition of all classroom teachers
3 and principals to the revised evaluation systems before the 2015-16
4 school year. The schedule adopted under this subsection (7)(c) must
5 provide that the following employees are transitioned to the revised
6 evaluation systems beginning in the 2013-14 school year:

7 (i) Classroom teachers who are provisional employees under RCW
8 28A.405.220;

9 (ii) Classroom teachers who are on probation under subsection (4)
10 of this section;

11 (iii) Principals in the first three consecutive school years of
12 employment as a principal;

13 (iv) Principals whose work is not judged satisfactory in their
14 most recent evaluation; and

15 (v) Principals previously employed as a principal by another
16 school district in the state of Washington for three or more
17 consecutive school years and in the first full year as a principal in
18 the school district.

19 (d) A set of school districts shall be selected by the
20 superintendent of public instruction to participate in a
21 collaborative process resulting in the development and piloting of
22 new certificated classroom teacher and principal evaluation systems
23 during the 2010-11 and 2011-12 school years. These school districts
24 must be selected based on: (i) The agreement of the local
25 associations representing classroom teachers and principals to
26 collaborate with the district in this developmental work and (ii) the
27 agreement to participate in the full range of development and
28 implementation activities, including: Development of rubrics for the
29 evaluation criteria and ratings in subsections (2) and (6) of this
30 section; identification of or development of appropriate multiple
31 measures of student growth in subsections (2) and (6) of this
32 section; development of appropriate evaluation system forms;
33 participation in professional development for principals and
34 classroom teachers regarding the content of the new evaluation
35 system; participation in evaluator training; and participation in
36 activities to evaluate the effectiveness of the new systems and
37 support programs. The school districts must submit to the office of
38 the superintendent of public instruction data that is used in
39 evaluations and all district-collected student achievement, aptitude,
40 and growth data regardless of whether the data is used in

1 evaluations. If the data is not available electronically, the
2 district may submit it in nonelectronic form. The superintendent of
3 public instruction must analyze the districts' use of student data in
4 evaluations, including examining the extent that student data is not
5 used or is underutilized. The superintendent of public instruction
6 must also consult with participating districts and stakeholders,
7 recommend appropriate changes, and address statewide implementation
8 issues. The superintendent of public instruction shall report
9 evaluation system implementation status, evaluation data, and
10 recommendations to appropriate committees of the legislature and
11 governor by July 1, 2011, and at the conclusion of the development
12 phase by July 1, 2012. In the July 1, 2011, report, the
13 superintendent shall include recommendations for whether a single
14 statewide evaluation model should be adopted, whether modified
15 versions developed by school districts should be subject to state
16 approval, and what the criteria would be for determining if a school
17 district's evaluation model meets or exceeds a statewide model. The
18 report shall also identify challenges posed by requiring a state
19 approval process.

20 (e)(i) The steering committee in subsection (7)(a) of this
21 section and the pilot school districts in subsection (7)(d) of this
22 section shall continue to examine implementation issues and refine
23 tools for the new certificated classroom teacher evaluation system in
24 subsection (2) of this section and the new principal evaluation
25 system in subsection (6) of this section during the 2013-14 through
26 2015-16 implementation phase.

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

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

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

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

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

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

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

7 ~~(G) Developing recommendations regarding how teacher evaluations~~
8 ~~could inform state policies regarding the criteria for a teacher to~~
9 ~~obtain continuing contract status under RCW 28A.405.210. In~~
10 ~~developing these recommendations the experiences of school districts~~
11 ~~and teachers during the evaluation transition phase must be~~
12 ~~considered. Recommendations must be reported by July 1, 2016, to the~~
13 ~~legislature and the governor.~~

14 ~~(iii) To support the tasks in (e)(ii) of this subsection, the~~
15 ~~superintendent of public instruction may contract with an independent~~
16 ~~research organization with expertise in educator evaluations and~~
17 ~~knowledge of the revised evaluation systems being implemented under~~
18 ~~this section.~~

19 ~~(iv)) (i) The following participants must be known as the~~
20 ~~steering committee: State associations representing teachers,~~
21 ~~principals, administrators, school board members, and parents.~~

22 ~~(ii) The superintendent of public instruction, in collaboration~~
23 ~~with the steering committee, shall periodically examine~~
24 ~~implementation issues and refine tools for the teacher and principal~~
25 ~~four-level rating evaluation systems.~~

26 ~~(b) The superintendent of public instruction shall monitor the~~
27 ~~statewide implementation of ((revised)) teacher and principal~~
28 ~~four-level rating evaluation systems using data reported under RCW~~
29 ~~28A.150.230 as well as periodic input from focus groups of~~
30 ~~administrators, principals, and teachers.~~

31 ~~((v) The superintendent of public instruction shall submit~~
32 ~~reports detailing findings, emergent issues or trends,~~
33 ~~recommendations from the steering committee, and pilot school~~
34 ~~districts, and other recommendations, to enhance implementation and~~
35 ~~continuous improvement of the revised evaluation systems to~~
36 ~~appropriate committees of the legislature and the governor beginning~~
37 ~~July 1, 2013, and each July 1st thereafter for each year of the~~
38 ~~school district implementation transition period concluding with a~~
39 ~~report on December 1, 2016.))~~

1 (8) (a) Beginning with the 2015-16 school year, evaluation results
2 for certificated classroom teachers and principals must be used as
3 one of multiple factors in making human resource and personnel
4 decisions. Human resource decisions include, but are not limited to:
5 Staff assignment, including the consideration of an agreement to an
6 assignment by an appropriate teacher, principal, and superintendent;
7 and reduction in force. Nothing in this section limits the ability to
8 collectively bargain how the multiple factors shall be used in making
9 human resource or personnel decisions, with the exception that
10 evaluation results must be a factor.

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

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

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

29 (11) After a certificated classroom teacher (~~(or)~~) who is not
30 required to be on the four-level rating evaluation system or a
31 certificated support personnel has four years of satisfactory
32 evaluations under subsection (1) of this section, a school district
33 may use a short form of evaluation, a locally bargained evaluation
34 emphasizing professional growth, an evaluation under subsection (1)
35 or (2) of this section, or any combination thereof. The short form of
36 evaluation shall include either a thirty minute observation during
37 the school year with a written summary or a final annual written
38 evaluation based on the criteria in subsection (1) or (2) of this
39 section and based on at least two observation periods during the
40 school year totaling at least sixty minutes without a written summary

1 of such observations being prepared. A locally bargained short-form
2 evaluation emphasizing professional growth must provide that the
3 professional growth activity conducted by the certificated classroom
4 teacher be specifically linked to one or more of the certificated
5 classroom teacher evaluation criteria. However, the evaluation
6 process set forth in subsection (1) or (2) of this section shall be
7 followed at least once every three years unless this time is extended
8 by a local school district under the bargaining process set forth in
9 chapter 41.59 RCW. The employee or evaluator may require that the
10 evaluation process set forth in subsection (1) or (2) of this section
11 be conducted in any given school year. No evaluation other than the
12 evaluation authorized under subsection (1) or (2) of this section may
13 be used as a basis for determining that an employee's work is not
14 satisfactory under subsection (1) or (2) of this section or as
15 probable cause for the nonrenewal of an employee's contract under RCW
16 28A.405.210 unless an evaluation process developed under chapter
17 41.59 RCW determines otherwise. (~~The provisions of this subsection~~
18 ~~apply to certificated classroom teachers only until the teacher has~~
19 ~~been transitioned to the revised evaluation system pursuant to the~~
20 ~~district implementation schedule adopted under subsection (7)(c) of~~
21 ~~this section.~~)

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

28 (a) (~~All classroom teachers and principals shall receive a~~
29 ~~comprehensive summative evaluation at least once every four years.~~)
30 A comprehensive (~~summative~~) performance evaluation assesses all
31 eight evaluation criteria and all criteria contribute to the
32 comprehensive (~~summative evaluation~~) performance rating. Classroom
33 teachers and principals must receive a comprehensive performance
34 evaluation according to the schedule specified in (b) of this
35 subsection.

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

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

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

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

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

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

15 (iii) A classroom teacher or principal who received a
16 comprehensive performance rating of level 3 or above in his or her
17 previous comprehensive performance evaluation must receive a
18 comprehensive performance evaluation at least every six years.

19 (c)(i) In the years when a comprehensive ~~((summative))~~
20 performance evaluation is not required, classroom teachers and
21 principals who received a comprehensive ~~((summative—evaluation))~~
22 performance rating of level 3 or above in ~~((the—previous—school—~~
23 ~~year))~~ their previous comprehensive performance evaluation are
24 required to complete a focused performance evaluation. A focused
25 performance evaluation includes an assessment of one of the eight
26 criteria selected for a performance rating plus professional growth
27 activities specifically linked to the selected criteria.

28 (ii) The selected criteria must be approved by the teacher's or
29 principal's evaluator and may have been identified in a previous
30 comprehensive ~~((summative))~~ performance evaluation as benefiting from
31 additional attention. A group of teachers may focus on the same
32 evaluation criteria and share professional growth activities. A group
33 of principals may focus on the same evaluation criteria and share
34 professional growth activities.

35 (iii) The evaluator must assign a ~~((comprehensive—summative~~
36 ~~evaluation))~~ performance rating for the focused performance
37 evaluation using the methodology adopted by the superintendent of
38 public instruction for the instructional or leadership framework
39 being used.

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

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

(vi) A classroom teacher or principal may apply the focused 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

1 therapist, or school speech-language pathologist or audiologist.
2 "Educator" includes persons who hold, or have held, certificates as
3 authorized by rule of the Washington professional educator standards
4 board.

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

9 (b) The collaborative shall examine issues related to educator
10 recruitment, certification, retention, professional learning and
11 development, leadership, and evaluation for effectiveness. The
12 examination must consider what barriers and deterrents hinder the
13 recruitment and retention of professional educators, including those
14 from underrepresented populations. The collaborative shall also
15 consider what incentives and supports could be provided at each stage
16 of an educator's career to produce a more effective educational
17 system. Specifically, the collaborative must review the following
18 issues:

19 (i) Educator recruitment, including the role of school districts,
20 community and technical colleges, preparation programs, and
21 communities, and the effectiveness of financial incentives and other
22 types of support;

23 (ii) Educator preparation, including traditional and alternative
24 route program design and content, the role of community and technical
25 colleges, field experience duration and quality, financial assistance
26 and incentives, school district and community connections, and
27 academic and social support for students;

28 (iii) Educator certificate types and tiers, including
29 requirements for an initial or first-tier certificate, requirements
30 to advance to the next tier, and requirements that are transferable
31 between certificate types;

32 (iv) Educator certificate renewal requirements, including
33 comparing professional growth plan requirements with the teacher and
34 principal residency certificate renewal requirements established in
35 RCW 28A.410.251;

36 (v) Educator evaluation, including comparison to educator
37 certificate renewal requirements to determine inconsistent or
38 duplicative requirements or efforts, implementation issues and tool
39 refinement, and relationship with educator compensation;

40 (vi) Educator certificate reciprocity;

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

3 (viii) Leadership in the education system, including best
4 practices of high quality leaders, training for principals and
5 administrators, and identifying and developing teachers as leaders;
6 and

7 (ix) Systems monitoring, including collection of outcomes data on
8 educator production, employment, and retention, and the value in a
9 cost-benefit analysis of state recruitment and retention activities.

10 (3) (a) The members of the collaborative must include
11 representatives of the following organizations:

12 (i) The two largest caucuses of the senate and the house of
13 representatives, appointed by the president of the senate and the
14 speaker of the house of representatives, respectively;

15 (ii) The Washington professional educator standards board;

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

17 (iv) Washington professional educator standards board-approved
18 educator preparation programs;

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

20 (vi) The Washington education association;

21 (vii) The Washington association of school administrators;

22 (viii) The association of Washington school principals; and

23 (ix) The association of Washington school counselors.

24 (b) Each organization listed in (a) of this subsection must
25 designate one voting member, except that each legislator is a voting
26 member.

27 (c) The collaborative shall choose its chair or cochairs from
28 among its members.

29 (d) The voting members of the collaborative, where appropriate,
30 may consult with stakeholders, including representatives of other
31 educator associations, or ask stakeholders to establish an advisory
32 committee. Members of such an advisory committee are not entitled to
33 expense reimbursement.

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

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

1 (5) The collaborative must contract with a nonprofit, nonpartisan
2 institute that conducts independent, high quality research to improve
3 education policy and practice and that works with policymakers,
4 researchers, educators, and others to advance evidence-based policies
5 that support equitable learning for each child for the purpose of
6 consultation and guidance on meeting agendas and materials
7 development, meeting facilitation, documenting collaborative
8 discussions and recommendations, locating and summarizing useful
9 policy and research documents, and drafting required reports.

10 (6) Legislative members of the collaborative are reimbursed for
11 travel expenses in accordance with RCW 44.04.120. Nonlegislative
12 members are not entitled to be reimbursed for travel expenses if they
13 are elected officials or are participating on behalf of an employer,
14 governmental entity, or other organization. Any reimbursement for
15 other nonlegislative members is subject to chapter 43.03 RCW.

16 (7)(a) By November 1, 2019, and in compliance with RCW 43.01.036,
17 the collaborative shall submit a preliminary report to the education
18 committees of the legislature that makes recommendations on the
19 educator certificate types, tiers, and renewal issues described in
20 subsection (2) of this section. The report must also describe the
21 activities of the collaborative to date, and include any preliminary
22 recommendations agreed to by the collaborative on other issues
23 described in subsection (2) of this section.

24 (b) By November 1, 2020, and in compliance with RCW 43.01.036,
25 the collaborative shall submit a final report to the education
26 committees of the legislature that describes the activities of the
27 collaborative since the preliminary report and makes recommendations
28 on each issue described in subsection (2) of this section.

29 (8) This section expires August 31, 2021.

30 NEW SECTION. **Sec. 403.** This act is necessary for the immediate
31 preservation of the public peace, health, or safety, or support of
32 the state government and its existing public institutions, and takes
33 effect immediately.

--- END ---