

SENATE BILL REPORT

SB 5889

AS REPORTED BY COMMITTEE ON HIGHER EDUCATION, MARCH 3, 1993

Brief Description: Awarding grants for pilot regional collaborative professional development school projects.

SPONSORS: Senators Bauer, Prince, Loveland, Jesernig, Drew, Sheldon, Snyder and Spanel

SENATE COMMITTEE ON HIGHER EDUCATION

Majority Report: That Substitute Senate Bill No. 5889 be substituted therefor, and the substitute bill do pass.

Signed by Senators Bauer, Chairman; Drew, Vice Chairman; Cantu, Jesernig, Prince, Quigley, Sheldon, von Reichbauer, and West.

Staff: Jean Six (786-7423)

Hearing Dates: March 1, 1993; March 3, 1993

BACKGROUND:

American business, education and government leaders, recognizing a growing crisis, are calling for reform of pre-kindergarten through secondary education. Those calling for reform of the present educational system recognize that if school children are to be affected, teachers need the appropriate support structures, progressive administrative leadership and informed public policy.

Professional Development Centers originated in 1991 and unified the previously established student- and beginning-teacher programs under one umbrella. The Professional Development Center is a system for coordinating multi-district and higher education activities which focus on improving educational opportunities for children by improving the recruitment, training, orientation, and on-going professional development of teachers and support staff.

Recommendations for improving teacher preparation and expertise contained in the report from the Governor's Council on Education Reform and Funding in conjunction with the fact that a significant number of the existing certificated staff in Washington will be eligible to retire in three-five years support expansion to a comprehensive system similar to that found in a regional teaching hospital.

SUMMARY:

The Superintendent of Public Instruction shall award grants to selected educational service districts for the 1993-95 biennium for not more than six but no fewer than four pilot

regional collaborative development school projects that shall be operated through existing professional development centers.

The role of the participating educational service district shall include management and coordination of regional visiting higher education faculty, student teacher, mentor teacher, and paraprofessional training programs. The educational service district shall also provide at least 50 percent of the in-service training for site staff for the project and continuing education clock hour credit for in-service activities.

The participating higher education institution shall provide coordination of master's degree and master's in teaching intern programs as well as undergraduate and graduate level classes that lead to teaching certificate endorsements or degrees for staff. The higher education institution shall collaborate with the ESDs and school districts on research projects as well as recruitment of minorities and professionals changing careers into the teaching profession. The higher education institution shall provide at least 50 percent of the in-service training for site staff for the project. Pilot project evaluation and the development of recommendations for broader development of the professional school model is also the responsibility of the higher education institution.

The Superintendent of Public Instruction shall ensure that the pilot sites reflect the diversity of Washington's schools and include large, small, rural, and urban school districts in both eastern and western Washington. OSPI shall also report to the Legislature on the activities of the pilot programs and shall recommend the feasibility of continuing and expanding the program to all nine educational service districts.

The act contains a null and void clause.

EFFECT OF PROPOSED SUBSTITUTE:

Participating school districts and/or public higher education institutions are allowed to apply for grant funding to establish model professional development schools where such collaboration exists outside an educational service district. Emphasis is on collaboration.

Neither the Superintendent of Public Instruction nor the educational school districts have the authority to supervise higher education faculty. The intent is to ensure that the management and coordination of the pilot project teachers is a collaborative effort under the specific responsibilities of the partnership with higher education institutions.

The participating school districts, educational service districts, Superintendent of Public Instruction and higher education institutions, including the applicable professional education advisory board, are required to annually report and make recommendations to the State Board of Education regarding teacher training and professional development programs. The

report will be made on a date closer to the beginning of the legislative session.

Appropriation: none

Revenue: none

Fiscal Note: requested

TESTIMONY FOR:

This is the next logical step in the evolution of the Professional Development Centers and the preparation of teachers. Roosevelt Elementary School currently is a professional development school site with training available in K-5 in the classroom setting. Provides tools for reform to both beginning and veteran teachers. Rural school districts welcome the opportunity to provide training to their place-bound teachers. Helps to meet the SBE goal to have teacher corps reflect the ethnic mix of student population. Collaborative efforts should be encouraged even when ESDs do not participate.

TESTIMONY AGAINST: None

TESTIFIED: Bill Fromhold, Supt. ESD 112; Hal Denjerink, Dean, WSU Branch in Vancouver; Linda McGeech, Principal, Eleanor Roosevelt School, Vancouver; Linda Tacami, Spokane, English Teacher, Lewis & Clark High School; Dr. Steve Chestnut, Dayton, Supt.; Judy Hartman, WEA; Linda Burns, SBE