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**SUBSTITUTE HOUSE BILL 1607**

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**State of Washington**

**57th Legislature**

**2001 Regular Session**

**By** House Committee on Education (originally sponsored by Representatives Anderson, Haigh, Talcott, Quall, Keiser, Kenney, Schual-Berke, Edmonds, Rockefeller, McIntire, O'Brien, Darneille and Santos; by request of Governor Locke and Superintendent of Public Instruction)

Read first time 02/26/2001. Referred to Committee on .

1 AN ACT Relating to high-quality alternative routes to teacher  
2 certification; adding a new chapter to Title 28A RCW; creating a new  
3 section; and providing an expiration date.

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

5 NEW SECTION. **Sec. 1.** The legislature finds and declares:

6 (1) Teacher qualifications and effectiveness are the most important  
7 influences on student learning in schools.

8 (2) Preparation of individuals to become well-qualified, effective  
9 teachers must be high quality.

10 (3) Teachers who complete high-quality alternative route programs  
11 with intensive field-based experience, adequate coursework, and strong  
12 mentorship do as well or better than teachers who complete traditional  
13 preparation programs.

14 (4) High-quality alternative route programs can provide more  
15 flexibility and expedience for individuals to transition from their  
16 current career to teaching.

17 (5) High-quality alternative route programs can help school  
18 districts fill subject matter shortage areas and areas with shortages  
19 due to geographic location.

1 (6) Regardless of route, all candidates for residency teacher  
2 certification must meet the high standards required by the state.

3 The legislature recognizes widespread concerns about the potential  
4 for teacher shortages and finds that classified instructional staff in  
5 public schools represent a great untapped resource for recruiting the  
6 teachers of the future.

7 NEW SECTION. **Sec. 2.** There is hereby created a statewide  
8 partnership grant program to provide new high-quality alternative  
9 routes to residency teacher certification. To the extent funds are  
10 appropriated, funds provided under this partnership grant program shall  
11 be used solely for school districts, or consortia of school districts,  
12 to partner with state-approved higher education teacher preparation  
13 programs to provide one or more of three alternative route programs in  
14 section 5 of this act, aimed at recruiting candidates to teaching in  
15 subject matter shortage areas and areas with shortages due to  
16 geographic location. Districts, or consortia of districts, may also  
17 include their educational service districts in their partnership grant  
18 program. Partnership programs receiving grants may enroll candidates  
19 as early as January 2002.

20 NEW SECTION. **Sec. 3.** (1) Each district or consortia of school  
21 districts applying for state funds through this program shall submit a  
22 proposal to the Washington professional educator standards board  
23 specifying:

24 (a) The route or routes the partnership program intends to offer  
25 and a detailed description of how the routes will be structured and  
26 operated by the partnership;

27 (b) The number of candidates that will be enrolled per route;

28 (c) An identification, indication of commitment, and description of  
29 the role of approved teacher preparation programs that are partnering  
30 with the district or consortia of districts;

31 (d) An assurance of district provision of adequate training for  
32 mentor teachers either through participation in a state mentor training  
33 academy or district-provided training that meets state-established  
34 mentor-training standards specific to the mentoring of alternative  
35 route candidates;

36 (e) An assurance that significant time will be provided for mentor  
37 teachers to spend with the alternative route teacher candidates

1 throughout the internship. Partnerships must provide each candidate  
2 with intensive classroom mentoring until such time as the candidate  
3 demonstrates the competency necessary to manage the classroom with less  
4 intensive supervision and guidance from a mentor;

5 (f) A description of the rigorous screening process for applicants  
6 to alternative route programs, including entry requirements specific to  
7 each route, as provided in section 5 of this act; and

8 (g) The design and use of a teacher development plan for each  
9 candidate. The plan shall specify the alternative route coursework and  
10 training required of each candidate and shall be developed by comparing  
11 the candidate's prior experience and coursework with the state's new  
12 performance-based standards for residency certification and adjusting  
13 any requirements accordingly. The plan shall include the following  
14 components:

15 (i) A minimum of one-half of a school year, and an additional  
16 significant amount of time if necessary, of intensive mentorship,  
17 starting with full-time mentoring and progressing to increasingly less  
18 intensive monitoring and assistance as the intern demonstrates the  
19 skills necessary to take over the classroom with less intensive  
20 support;

21 (ii) Identification of performance indicators based on the  
22 knowledge and skills standards required for residency certification by  
23 the state board of education;

24 (iii) Identification of benchmarks that will indicate when the  
25 standard is met for all performance indicators;

26 (iv) A description of strategies for assessing candidate  
27 performance on the benchmarks;

28 (v) Identification of one or more tools to be used to assess a  
29 candidate's performance once the candidate has been in the classroom  
30 for about one-half of a school year; and

31 (vi) A description of the criteria that would result in residency  
32 certification after about one-half of a school year but before the end  
33 of the program.

34 (2) Districts may apply for program funds to pay stipends to both  
35 mentor teachers and interns during their mentored internship. For both  
36 intern stipends and accompanying mentor stipends, the per intern  
37 district request for funds may not exceed the amount designated by the  
38 BA+0 cell on the statewide teacher salary allocation schedule. Interns  
39 in the program shall be provided a stipend of at least eighty percent

1 of the amount generated by the BA+0 cell on the statewide teacher  
2 salary allocation schedule.

3 NEW SECTION. **Sec. 4.** (1) The professional educator standards  
4 board, with support from the office of the superintendent of public  
5 instruction, shall select school districts and consortia of school  
6 districts to receive partnership grants from funds appropriated by the  
7 legislature for this purpose. Factors to be considered in selecting  
8 proposals include:

9 (a) The degree to which the district, or consortia of districts in  
10 partnership, are currently experiencing teacher shortages;

11 (b) The degree to which the proposal addresses criteria specified  
12 in section 3 of this act and is in keeping with specifications of  
13 program routes in section 5 of this act;

14 (c) The cost-effectiveness of the proposed program; and

15 (d) Any demonstrated district and in-kind contributions to the  
16 program.

17 (2) Selection of proposals shall also take into consideration the  
18 need to ensure an adequate number of candidates for each type of route  
19 in order to evaluate their success.

20 (3) Funds appropriated for the partnership grant program in this  
21 chapter shall be administered by the office of the superintendent of  
22 public instruction.

23 NEW SECTION. **Sec. 5.** Partnership grants funded under this chapter  
24 shall operate one to three specific route programs. Successful  
25 completion of the program shall make a candidate eligible for residency  
26 teacher certification.

27 (1) Partnership grant programs seeking funds to operate route one  
28 programs shall enroll currently employed classified instructional  
29 employees with transferable associate degrees seeking residency teacher  
30 certification with endorsements in special education or English as a  
31 second language. It is anticipated that candidates enrolled in this  
32 route will complete both their baccalaureate degree and requirements  
33 for residency certification in two years or less, including a mentored  
34 internship to be completed in the final year. In addition, partnership  
35 programs shall uphold entry requirements for candidates that include:

1 (a) District or building validation of qualifications, including  
2 three years of successful student interaction and leadership as a  
3 classified instructional employee;

4 (b) Successful passage of the statewide basic skills exam, when  
5 available; and

6 (c) Meeting the age, good moral character, and personal fitness  
7 requirements adopted by rule for teachers.

8 (2) Partnership grant programs seeking funds to operate route two  
9 programs shall enroll currently employed classified staff with  
10 baccalaureate degrees seeking residency teacher certification in  
11 subject matter shortage areas and areas with shortages due to  
12 geographic location. Candidates enrolled in this route must complete  
13 a mentored internship complemented by flexibly scheduled training and  
14 coursework offered at a local site, such as a school or educational  
15 service district, or online or via video-conference over the K-20  
16 network, in collaboration with the partnership program's higher  
17 education partner. In addition, partnership grant programs shall  
18 uphold entry requirements for candidates that include:

19 (a) District or building validation of qualifications, including  
20 three years of successful student interaction and leadership as  
21 classified staff;

22 (b) A baccalaureate degree from a regionally accredited institution  
23 of higher education. The individual's college or university grade  
24 point average may be considered as a selection factor;

25 (c) Successful completion of the content test, once the state  
26 content test is available;

27 (d) Meeting the age, good moral character, and personal fitness  
28 requirements adopted by rule for teachers; and

29 (e) Successful passage of the statewide basic skills exam, when  
30 available.

31 (3) Partnership grant programs seeking funds to operate route three  
32 programs shall enroll individuals with baccalaureate degrees, who are  
33 not employed in the district at the time of application, or who hold  
34 emergency substitute certificates. When selecting candidates for  
35 certification through route three, districts shall give priority to  
36 individuals who are seeking residency teacher certification in subject  
37 matter shortage areas or shortages due to geographic locations. For  
38 route three only, the districts may include additional candidates in  
39 nonshortage subject areas if the candidates are seeking endorsements

1 with a secondary grade level designation as defined by rule by the  
2 state board of education. The districts shall disclose to candidates  
3 in nonshortage subject areas available information on the demand in  
4 those subject areas. Cohorts of candidates for this route shall attend  
5 an intensive summer teaching academy, followed by a full year employed  
6 by a district in a mentored internship, followed, if necessary, by a  
7 second summer teaching academy. In addition, partnership programs  
8 shall uphold entry requirements for candidates that include:

9 (a) Five years' experience in the work force;

10 (b) A baccalaureate degree from a regionally accredited institution  
11 of higher education. The individual's grade point average may be  
12 considered as a selection factor;

13 (c) Successful completion of the content test, once the state  
14 content test is available;

15 (d) External validation of qualifications, including demonstrated  
16 successful experience with students or children, such as references  
17 letters and letters of support from previous employers;

18 (e) Meeting the age, good moral character, and personal fitness  
19 requirements adopted by rule for teachers; and

20 (f) Successful passage of statewide basic skills exams, when  
21 available.

22 NEW SECTION. **Sec. 6.** The alternative route conditional  
23 scholarship program is created under the following guidelines:

24 (1) The program shall be administered by the higher education  
25 coordinating board. In administering the program, the higher education  
26 coordinating board has the following powers and duties:

27 (a) To adopt necessary rules and develop guidelines to administer  
28 the program;

29 (b) To collect and manage repayments from participants who do not  
30 meet their service obligations; and

31 (c) To accept grants and donations from public and private sources  
32 for the program.

33 (2) The Washington professional educator standards board shall  
34 select interns who are eligible to receive conditional scholarships.

35 (3) In order to receive conditional scholarship awards, recipients  
36 shall be accepted and maintain enrollment in alternative certification  
37 routes through the partnership grant program, as provided in section 5  
38 of this act. Recipients must continue to make satisfactory progress

1 towards completion of the alternative route certification program and  
2 receipt of a residency teaching certificate.

3 (4) For the purpose of this chapter, a conditional scholarship is  
4 a loan that is forgiven in whole or in part in exchange for service as  
5 a certificated teacher employed in a Washington state K-12 public  
6 school. The state shall forgive one year of loan obligation for every  
7 two years a recipient teaches in a public school. Recipients that fail  
8 to continue a course of study leading to residency teacher  
9 certification or cease to teach in a public school in the state of  
10 Washington in their endorsement area are required to repay the  
11 remaining loan principal with interest.

12 (5) Recipients who fail to fulfill the required teaching obligation  
13 are required to repay the remaining loan principal with interest and  
14 any other applicable fees. The higher education coordinating board  
15 shall adopt rules to define the terms for repayment, including  
16 applicable interest rates, fees, and deferments.

17 (6) To the extent funds are appropriated, the annual amount of the  
18 scholarship is the annual cost of tuition for the alternative route  
19 certification program in which the recipient is enrolled, not to exceed  
20 four thousand dollars. The board may adjust the annual award by the  
21 average rate of resident undergraduate tuition and fee increases at the  
22 state universities as defined in RCW 28B.10.016.

23 (7) The higher education coordinating board may deposit all  
24 appropriations, collections, and any other funds received for the  
25 program in this chapter in the student loan account authorized in RCW  
26 28B.102.060.

27 NEW SECTION. **Sec. 7.** This chapter expires June 30, 2005.

28 NEW SECTION. **Sec. 8.** The Washington state institute for public  
29 policy shall submit to the education and fiscal committees of the  
30 legislature, the governor, the state board of education, and the  
31 Washington professional educator standards board, an interim evaluation  
32 of partnership grant programs funded under this chapter by December 1,  
33 2002, and a final evaluation by December 1, 2004.

1        NEW SECTION.   **Sec. 9.**   Sections 1 through 8 of this act constitute  
2   a new chapter in Title 28A RCW.

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