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ENGROSSED SECOND SUBSTITUTE SENATE BILL 5695

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AS AMENDED BY THE HOUSE

Passed Legislature - 2001 Regular Session

State of Washington

57th Legislature

2001 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators Eide, Finkbeiner, McAuliffe, Franklin, Hewitt, Rasmussen, Johnson, Shin, Patterson, Oke, Winsley and Kohl-Welles; by request of Governor Locke and Superintendent of Public Instruction)

READ FIRST TIME 03/08/01.

1 AN ACT Relating to high-quality alternative routes to teacher  
2 certification; adding a new chapter to Title 28A RCW; and providing an  
3 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 for this specific purpose, funds provided under this  
11 partnership grant program shall be used solely for school districts, or  
12 consortia of school districts, to partner with state-approved higher  
13 education teacher preparation programs to provide one or more of three  
14 alternative route programs in section 5 of this act, aimed at  
15 recruiting candidates to teaching in subject matter shortage areas and  
16 areas with shortages due to geographic location. Districts, or  
17 consortia of districts, may also include their educational service  
18 districts in their partnership grant program. Partnership programs  
19 receiving grants may enroll candidates 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 may 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. For route one and two candidates, before the supervision is  
21 diminished, the mentor of the teacher candidate at the school and the  
22 supervisor of the teacher candidate from the higher education teacher  
23 preparation program must both agree that the teacher candidate is ready  
24 to manage the classroom with less intensive supervision. For route  
25 three candidates, the mentor of the teacher candidate shall make the  
26 decision;

27 (ii) Identification of performance indicators based on the  
28 knowledge and skills standards required for residency certification by  
29 the state board of education;

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

32 (iv) A description of strategies for assessing candidate  
33 performance on the benchmarks;

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

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

1 (2) Districts may apply for program funds to pay stipends to both  
2 mentor teachers and interns during their mentored internship. For both  
3 intern stipends and accompanying mentor stipends, the per intern  
4 district request for funds may not exceed the amount designated by the  
5 BA+0 cell on the statewide teacher salary allocation schedule. This  
6 amount shall be prorated for internships and mentorships that last less  
7 than a full school year. Interns in the program for a full year shall  
8 be provided a stipend of at least eighty percent of the amount  
9 generated by the BA+0 cell on the statewide teacher salary allocation  
10 schedule. This amount shall be prorated for internships that last less  
11 than a full school year.

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

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

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

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

24 (d) Any demonstrated district and in-kind contributions to the  
25 program.

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

29 (3) Funds appropriated for the partnership grant program in this  
30 chapter shall be administered by the office of the superintendent of  
31 public instruction.

32 NEW SECTION. **Sec. 5.** Partnership grants funded under this chapter  
33 shall operate one to three specific route programs. Successful  
34 completion of the program shall make a candidate eligible for residency  
35 teacher certification. For route one and two candidates, the mentor of  
36 the teacher candidate at the school and the supervisor of the teacher  
37 candidate from the higher education teacher preparation program must

1 both agree that the teacher candidate has successfully completed the  
2 program. For route three candidates, the mentor of the teacher  
3 candidate shall make the determination that the candidate has  
4 successfully completed the program.

5 (1) Partnership grant programs seeking funds to operate route one  
6 programs shall enroll currently employed classified instructional  
7 employees with transferable associate degrees seeking residency teacher  
8 certification with endorsements in special education, bilingual  
9 education, or English as a second language. It is anticipated that  
10 candidates enrolled in this route will complete both their  
11 baccalaureate degree and requirements for residency certification in  
12 two years or less, including a mentored internship to be completed in  
13 the final year. In addition, partnership programs shall uphold entry  
14 requirements for candidates that include:

15 (a) District or building validation of qualifications, including  
16 three years of successful student interaction and leadership as a  
17 classified instructional employee;

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

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

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

33 (a) District or building validation of qualifications, including  
34 three years of successful student interaction and leadership as  
35 classified staff;

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

1 (c) Successful completion of the content test, once the state  
2 content test is available;

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

5 (e) Successful passage of the statewide basic skills exam, when  
6 available.

7 (3) Partnership grant programs seeking funds to operate route three  
8 programs shall enroll individuals with baccalaureate degrees, who are  
9 not employed in the district at the time of application, or who hold  
10 emergency substitute certificates. When selecting candidates for  
11 certification through route three, districts shall give priority to  
12 individuals who are seeking residency teacher certification in subject  
13 matter shortage areas or shortages due to geographic locations. For  
14 route three only, the districts may include additional candidates in  
15 nonshortage subject areas if the candidates are seeking endorsements  
16 with a secondary grade level designation as defined by rule by the  
17 state board of education. The districts shall disclose to candidates  
18 in nonshortage subject areas available information on the demand in  
19 those subject areas. Cohorts of candidates for this route shall attend  
20 an intensive summer teaching academy, followed by a full year employed  
21 by a district in a mentored internship, followed, if necessary, by a  
22 second summer teaching academy. In addition, partnership programs  
23 shall uphold entry requirements for candidates that include:

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

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

28 (c) Successful completion of the content test, once the state  
29 content test is available;

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

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

35 (f) Successful passage of statewide basic skills exams, when  
36 available.

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

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

4 (a) To adopt necessary rules and develop guidelines to administer  
5 the program;

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

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

10 (2) Participation in the alternative route conditional scholarship  
11 program is limited to classified staff in routes one and two of the  
12 partnership grant programs under section 5 of this act. The Washington  
13 professional educator standards board shall select classified staff to  
14 receive conditional scholarships.

15 (3) In order to receive conditional scholarship awards, recipients  
16 shall be accepted and maintain enrollment in alternative certification  
17 routes through the partnership grant program, as provided in section 5  
18 of this act. Recipients must continue to make satisfactory progress  
19 towards completion of the alternative route certification program and  
20 receipt of a residency teaching certificate.

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

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

35 (6) To the extent funds are appropriated for this specific purpose,  
36 the annual amount of the scholarship is the annual cost of tuition for  
37 the alternative route certification program in which the recipient is  
38 enrolled, not to exceed four thousand dollars. The board may adjust  
39 the annual award by the average rate of resident undergraduate tuition

1 and fee increases at the state universities as defined in RCW  
2 28B.10.016.

3 (7) The higher education coordinating board may deposit all  
4 appropriations, collections, and any other funds received for the  
5 program in this chapter in the student loan account authorized in RCW  
6 28B.102.060.

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

8 NEW SECTION. **Sec. 8.** The Washington state institute for public  
9 policy shall submit to the education and fiscal committees of the  
10 legislature, the governor, the state board of education, and the  
11 Washington professional educator standards board, an interim evaluation  
12 of partnership grant programs funded under this chapter by December 1,  
13 2002, and a final evaluation by December 1, 2004. If specific funding  
14 for the purposes of this section, referencing this section and this act  
15 by bill or chapter number, is not provided by June 30, 2001, in the  
16 omnibus appropriations act, this section is null and void.

17 NEW SECTION. **Sec. 9.** Sections 1 through 8 and 10 of this act  
18 constitute a new chapter in Title 28A RCW.

19 NEW SECTION. **Sec. 10.** School districts or approved private  
20 schools' ability to employ personnel under certification for emergency  
21 or temporary, substitute, or provisional duty as authorized by chapter  
22 28A.410 RCW are not affected by the provisions of this act.

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