

2SSB 5955 - H COMM AMD  
By Committee on Education

ADOPTED 04/09/2007

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.415  
4 RCW to read as follows:

5 SCHOOL DISTRICT LEADERSHIP ACADEMY. (1) Research supports the  
6 value of quality school and school district leadership. Effective  
7 leadership is critical to improving student learning and transforming  
8 underperforming schools and school districts into world-class learning  
9 centers.

10 (2) A public-private partnership is established to develop, pilot,  
11 and implement the Washington state leadership academy to focus on the  
12 development and enhancement of personal leadership characteristics and  
13 the teaching of effective practices and skills demonstrated by school  
14 and district administrators who are successful managers and  
15 instructional leaders. It is the goal of the academy to provide state-  
16 of-the-art programs and services across the state.

17 (3) Academy partners include the state superintendent and principal  
18 professional associations, private nonprofit foundations, institutions  
19 of higher education with approved educator preparation programs, the  
20 professional educator standards board, the office of the superintendent  
21 of public instruction, educational service districts, the state school  
22 business officers' association, and other entities identified by the  
23 partners. The partners shall designate an independent organization to  
24 act as the fiscal agent for the academy and shall establish a board of  
25 directors to oversee and direct the academy's finances, services, and  
26 programs. The academy shall be supported by a national research  
27 institution with demonstrated expertise in educational leadership.

28 (4) Initial development of academy course content and activities  
29 shall be supported by private funds. Initial tasks of the academy are  
30 to:

1 (a) Finalize a comprehensive design of the academy and the  
2 development of the curriculum frameworks for a comprehensive leadership  
3 development program that includes coursework, practicum, mentoring, and  
4 evaluation components;

5 (b) Develop curriculum for individual leadership topics;

6 (c) Pilot the curriculum and all program components; and

7 (d) Modify the comprehensive design, curriculum coursework,  
8 practicum, and mentoring programs based on the research results gained  
9 from pilot activities.

10 (5) The board of directors shall report semiannually to the  
11 superintendent of public instruction on the financial contributions  
12 provided by foundations and other organizations to support the work of  
13 the academy. The board of directors shall report by December 31st each  
14 year to the superintendent of public instruction on the programs and  
15 services provided, numbers of participants in the various academy  
16 activities, evaluation activities regarding program and participant  
17 outcomes, and plans for the academy's future development.

18 (6) The board of directors shall make recommendations for changes  
19 in superintendent and principal preparation programs, the administrator  
20 licensure system, and continuing education requirements.

21 NEW SECTION. **Sec. 2.** PROFESSIONAL EDUCATOR STANDARDS BOARD  
22 DUTIES. (1) The purpose of the duties in this section for the  
23 professional educator standards board is to take the next steps in  
24 developing quality teaching knowledge and skill in the state's teaching  
25 ranks. The duties build upon the current teacher development  
26 foundation that requires demonstrated teaching competency, requires  
27 evidence of positive impact on student learning, and focuses on  
28 furthering state kindergarten through twelfth grade learning goals  
29 through instructional skill alignment.

30 (2) The professional educator standards board shall:

31 (a) By December 2007:

32 (i) Adopt new knowledge and skill standards that prepare all  
33 individuals seeking residency teacher certification to integrate  
34 mathematics across all content areas; and

35 (ii) Adopt new certification requirements for individuals seeking  
36 residency teacher certification as elementary education or middle level

1 and secondary mathematics teachers to assure adequate content and  
2 instructional strategy preparation to teach to the kindergarten through  
3 twelfth grades state mathematics and science standards;

4 (b) By June 2009:

5 (i) Set performance standards and develop, pilot, and implement a  
6 uniform and externally administered professional-level certification  
7 assessment based on demonstrated teaching skill. In the development of  
8 this assessment, consideration shall be given to changes in  
9 professional certification program components such as the culminating  
10 seminar;

11 (ii) Summarize its work in the development of the assessment in  
12 (b)(i) of this subsection in the annual reports required by RCW  
13 28A.410.240; and

14 (iii) Review and revise the standards for higher education teacher  
15 preparation programs to incorporate updated practices to enhance  
16 teacher success in a knowledge and skill-based performance system that  
17 emphasizes strong content, applied learning, and personal, meaningful  
18 connections with students; and

19 (c) By December 2009, review and revise as needed teacher  
20 preparation standards and requirements to focus on diversity in  
21 cultural knowledge and respect.

22 NEW SECTION. **Sec. 3.** Sections 3 through 7 of this act represent  
23 core components of a comprehensive initiative to improve mathematics,  
24 science, and targeted secondary reading education and achievement  
25 through educator professional development and support. The initiative  
26 focuses on:

27 (1) A regional delivery system to provide professional development  
28 and support to schools and school districts through the educational  
29 service districts;

30 (2) A tiered support system that provides resources, services,  
31 assistance, and intervention for schools and districts, depending on  
32 their levels of need;

33 (3) Leveraging existing public and private resources and district-  
34 initiated activities; and

35 (4) Accountability through outcome-oriented performance agreements,  
36 contracts, reporting, and data collection.

1        NEW SECTION.    **Sec. 4.**    (1) The mathematics, science, and targeted  
2 secondary reading improvement initiative shall provide the capacity and  
3 resources for the superintendent of public instruction, educational  
4 service districts, school districts, and schools to conduct a broad  
5 range of activities, depending on the level of need and priority of the  
6 school or district. The focus of the initiative is on building and  
7 enhancing the quality of mathematics and science instruction.

8        (2) Activities supported by the initiative include, but are not  
9 limited to:

10        (a) Targeted professional development in content knowledge,  
11 content-specific pedagogy, differentiated instruction, effective  
12 teaching strategies, learning modules, and mathematics and science  
13 standards and curriculum;

14        (b) Use and analysis of diagnostic assessments and other data on  
15 student achievement to improve instruction;

16        (c) Curriculum alignment and development or purchase of  
17 supplemental materials;

18        (d) Integration of technology; and

19        (e) Mentors and instructional coaches.

20        NEW SECTION.    **Sec. 5.**    In support of the mathematics, science, and  
21 targeted secondary reading improvement initiative, the office of the  
22 superintendent of public instruction shall:

23        (1) Create a partnership with the educational service districts to  
24 develop and deliver professional development learning opportunities for  
25 educators that fulfill the goals and address the specific targeted  
26 activities described in this section. The partnership shall:

27        (a) Support school districts by providing professional development  
28 leadership, courses, and consultation services to school districts in  
29 their implementation of the professional development activities  
30 described in sections 3 through 7 of this act; and

31        (b) Support one another in the delivery of state-level and  
32 regional-level professional development activities such as state  
33 conferences and regional accountability institutes;

34        (2) Enter into a performance agreement with each educational  
35 service district to clearly articulate partner responsibilities and  
36 assure fidelity for the delivery of professional development

1 initiatives including job-embedded practices. Components of such  
2 performance agreements shall include:

3 (a) Participation in the development of various professional  
4 development workshops, programs, and activities;

5 (b) Characteristics and qualifications of professional development  
6 staff supported by the program;

7 (c) Methods to ensure consistent delivery of professional  
8 development services; and

9 (d) Reporting responsibilities related to services provided,  
10 program participation, outcomes, and recommendations for service  
11 improvement;

12 (3) In collaboration with the educational service districts,  
13 develop a methodology for distributing funds appropriated for  
14 activities under the tiered support system in section 6 of this act  
15 among the educational service districts and among the three tiers of  
16 support. The methodology shall take into account the anticipated  
17 demand and need for services by school districts in each tier and the  
18 size of those school districts. The methodology shall also reflect a  
19 higher priority and greater need for support and resources for schools  
20 and districts in tier three;

21 (4) Develop guidelines for educational service districts in  
22 administering grants, developing district improvement agreements, and  
23 implementing intensive intervention and support services. The  
24 guidelines shall not require all educational service districts to  
25 follow the same procedures in all circumstances, but shall ensure  
26 general equity for school districts across the state in how the  
27 districts may access resources under the initiative and the activities  
28 and services that are provided by the educational service districts;

29 (5) Identify the schools and school districts eligible for tier  
30 three intensive intervention and support, based on low student  
31 performance in mathematics and science. The superintendent shall  
32 consider whether the school has the capacity to feasibly integrate  
33 additional resources with any existing state or federal improvement  
34 funds. To the maximum extent possible, the identification of and the  
35 intensive intervention services provided to tier three schools and  
36 districts shall align with the accountability plan developed by the  
37 state board of education; and

1 (6) In collaboration with the educational service districts,  
2 develop guidelines and a common reporting format for collecting data  
3 and information about the activities and outcomes under the initiative  
4 and designate one or more common diagnostic assessments for districts  
5 to use in reporting and monitoring student achievement.

6 NEW SECTION. **Sec. 6.** Resources for the mathematics, science, and  
7 targeted secondary reading improvement initiative shall be provided  
8 through the office of the superintendent of public instruction and  
9 educational service districts to schools and school districts based on  
10 a tiered support system. The legislature's intent is that resources  
11 from the mathematics, science, and targeted secondary reading  
12 improvement initiative are provided over a four-year period.

13 (1) Tier one: Initiative grants. School districts may apply on a  
14 competitive basis to their educational service district for grants to  
15 support activities to improve mathematics, science, and secondary  
16 reading instruction. A district may contract with the educational  
17 service district for services, use the grant for district-initiated  
18 activities, or both. Tier one districts must demonstrate how district  
19 resources and resources from public-private partnerships shall be used  
20 to leverage the grant funds. Tier one grant recipients must identify  
21 measurable outcomes from the activities supported by the grant and  
22 report results in a prescribed format, including student achievement  
23 data from designated diagnostic assessments.

24 (2) Tier two: Improvement agreements. School districts may work  
25 with the office of the superintendent of public instruction and  
26 educational service districts to plan, develop, and implement a  
27 mathematics, science, and targeted secondary reading improvement  
28 initiative tailored to the needs of the district. The office of the  
29 superintendent of public instruction, the educational service district,  
30 and the school district shall develop a joint agreement that identifies  
31 the services and support to be provided by the educational service  
32 district, the activities to be conducted by the district using  
33 improvement agreement funds, and the expected measurable outcomes from  
34 the activities. Recipients of funds under a tier two improvement  
35 agreement must report results of the activities supported by the  
36 agreement in a prescribed format, including student achievement data  
37 from designated diagnostic assessments.

1 (3) Tier three: Intensive intervention and support. School  
2 districts and schools with low student performance in mathematics,  
3 science, and/or secondary reading as identified by the superintendent  
4 of public instruction under section 5 of this act are eligible for  
5 intensive intervention and support coordinated by the office of the  
6 superintendent of public instruction and/or the educational service  
7 district. School districts or individual schools may receive tier  
8 three support. Recipients of funds under tier three support must:

9 (a) Participate in an audit of the mathematics, science, and  
10 secondary reading instructional delivery system, including policies and  
11 practices, curriculum alignment, teacher pedagogy and content  
12 knowledge, and assessment of overall climate and practice compared to  
13 best practices;

14 (b) Develop, with assistance from the educational service district,  
15 a school or district intervention plan that focuses on areas of highest  
16 need and provides intensive professional development in those areas;

17 (c) Participate in professional development using the services of  
18 a technical assistance team that includes a trained and experienced  
19 facilitator and mathematics, science, or reading instructional coaches  
20 to provide job-embedded professional development; and

21 (d) Identify measurable outcomes from the activities supported by  
22 the grant and report results in a prescribed format, including student  
23 achievement data from designated diagnostic assessments.

24 NEW SECTION. **Sec. 7.** (1) Educational service districts shall  
25 coordinate with the superintendent of public instruction to develop and  
26 maintain the capacity to provide administrative, professional  
27 development, technical assistance, and intervention services under the  
28 mathematics, science, and targeted secondary reading improvement  
29 initiative to support school districts as required under section 6 of  
30 this act, including:

31 (a) Administering, reviewing, and monitoring grants for tier one  
32 grant recipients and providing contracted services;

33 (b) Developing, administering, and monitoring tier two improvement  
34 agreements and providing support and services under the terms of the  
35 agreements; and

36 (c) Coordinating and providing the intensive intervention and

1 support for tier three schools and districts, including the  
2 instructional audit, intervention plan, and intervention team.

3 (2) Educational service districts shall also:

4 (a) Develop public-private partnerships and seek external grants  
5 and funds to leverage the state resources provided to support the  
6 mathematics and science improvement initiative;

7 (b) Collect, compile, and disseminate data and information about  
8 the activities and outcomes under the initiative, including student  
9 achievement data from designated diagnostic assessments; and

10 (c) Develop appropriate reporting and monitoring procedures to  
11 ensure accountability for the use of funds distributed to school  
12 districts through the tiered support system and for the achievement of  
13 desired outcomes.

14 **Sec. 8.** RCW 28A.310.350 and 1977 ex.s. c 283 s 10 are each amended  
15 to read as follows:

16 The basic core services and cost upon which educational service  
17 districts are budgeted shall include, but not be limited to, the  
18 following:

19 (1) Educational service district administration and facilities such  
20 as office space, maintenance and utilities;

21 (2) Cooperative administrative services such as assistance in  
22 carrying out procedures to abolish sex and race bias in school  
23 programs, fiscal services, grants management services, special  
24 education services and transportation services;

25 (3) Personnel services such as certification/registration services;

26 (4) Learning resource services such as audio visual aids;

27 (5) Cooperative curriculum services such as health promotion and  
28 health education services, in-service training, workshops and  
29 assessment; (~~and~~)

30 (6) Professional development services identified by statute or the  
31 omnibus appropriations act; and

32 (7) Special needs of local education agencies.

33 NEW SECTION. **Sec. 9.** RCW 28A.300.350 (Excellence in mathematics  
34 training program) and 1999 c 347 s 2 are each repealed.



1        NEW SECTION.    **Sec. 10.**    Sections 3 through 7 of this act are each  
2 added to chapter 28A.415 RCW under the subchapter heading "mathematics,  
3 science, and targeted secondary reading improvement initiative."

4        **Sec. 11.**    RCW 28A.415.200 and 1989 c 146 s 1 are each amended to  
5 read as follows:

6        The legislature finds that it is important to have a teaching force  
7 that reflects the rich diversity of the students served in the public  
8 schools.    A diverse and culturally competent teaching force provides a  
9 unique social, emotional, and academic learning environment for a  
10 diverse student body.    The legislature further finds that certain  
11 groups, as characterized by ethnic background, are traditionally  
12 underrepresented in the teaching profession in the state of Washington  
13 and that the ethnic diversity of the student population in the state of  
14 Washington is increasing.    (~~The legislature intends to increase the~~  
15 ~~number of people from underrepresented groups entering our teaching~~  
16 ~~force.))    The legislature further finds that Washington lacks a  
17 systemic and strategic recruitment approach to increasing diversity  
18 among educators. Additional steps must be taken to increase the number  
19 of diverse high school students who seek to enter the teaching  
20 profession, especially in teacher shortage areas and among  
21 multilingual, multicultural students.~~

22        NEW SECTION.    **Sec. 12.**    A new section is added to chapter 28A.415  
23 RCW to read as follows:

24        (1)    The recruiting diverse Washington teachers program is  
25 established to recruit and provide training and support for diverse  
26 high school students to enter the teaching profession, especially in  
27 teacher shortage areas and among multilingual, multicultural students.  
28 The program shall be administered by the professional educator  
29 standards board.

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

31        (a)    Targeted recruitment of diverse students, especially  
32 multilingual, multicultural students in grades nine through twelve  
33 through outreach and communication strategies.    The focus of  
34 recruitment efforts shall be on encouraging students to consider and  
35 explore becoming future teachers in mathematics, science, bilingual  
36 education, special education, and English as a second language;

1 (b) A curriculum that provides future teachers with opportunities  
2 to observe classroom instruction at all grade levels; includes  
3 preteaching internships at all grade levels with a focus on shortage  
4 areas; and covers such topics as lesson planning, learning styles,  
5 student learning data and information, the achievement gap, cultural  
6 competency, and education policy;

7 (c) Academic and community support services for students to help  
8 them overcome possible barriers to becoming future teachers, such as  
9 supplemental tutoring; advising on college readiness, applications, and  
10 financial aid processes; and mentoring; and

11 (d) Future teacher camps held on college campuses where students  
12 can attend workshops and interact with college faculty and current  
13 teachers.

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

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

20 (b) Subject to funds appropriated for this purpose, allocate grant  
21 funds through a competitive process to partnerships of high schools,  
22 teacher preparation programs, and community-based organizations to  
23 design and deliver programs that include the components under  
24 subsection (2) of this section; and

25 (c) Conduct an evaluation of the effectiveness of current  
26 strategies and programs for recruiting diverse teachers, especially  
27 multilingual, multicultural teachers, in Washington and in other  
28 states. The board shall use the findings from the evaluation to revise  
29 the recruiting diverse Washington teachers program as necessary and  
30 make other recommendations to teacher preparation programs or the  
31 legislature.

32 NEW SECTION. **Sec. 13.** RCW 28A.415.205 (Minority teacher  
33 recruitment program) and 2005 c 497 s 211, 1991 c 238 s 75, & 1989 c  
34 146 s 2 are each repealed.

35 NEW SECTION. **Sec. 14.** Captions used in this act are not any part  
36 of the law."

1 Correct the title.

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