

2SSB 5955 - H AMD 880

By Representatives Sullivan and P.

ADOPTED 4/18/2007

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

3 "NEW SECTION. **Sec. 1.** A new section is added to chapter
4 28A.415 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
8 transforming underperforming schools and school districts into
9 world-class learning centers.

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

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

1 (4) Initial development of academy course content and
2 activities shall be supported by private funds. Initial tasks of
3 the academy are to:

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

8 (b) Develop curriculum for individual leadership topics;

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

10 (d) Modify the comprehensive design, curriculum coursework,
11 practicum, and mentoring programs based on the research results
12 gained from pilot activities.

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

22 (6) The board of directors shall make recommendations for
23 changes in superintendent and principal preparation programs, the
24 administrator licensure system, and continuing education
25 requirements.

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

35 (2) The professional educator standards board shall:

36 (a) By December 2007:

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

4 (ii) Adopt new certification requirements for individuals
5 seeking residency teacher certification as elementary education or
6 middle level and secondary mathematics teachers to assure adequate
7 content and instructional strategy preparation to teach to the
8 kindergarten through twelfth grades state mathematics and science
9 standards;

10 (b) By June 2009:

11 (i) Set performance standards and develop, pilot, and implement
12 a uniform and externally administered professional-level
13 certification assessment based on demonstrated teaching skill. In
14 the development of this assessment, consideration shall be given to
15 changes in professional certification program components such as
16 the culminating seminar;

17 (ii) Summarize its work in the development of the assessment in
18 (b)(i) of this subsection in the annual reports required by RCW
19 28A.410.240; and

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

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

28 NEW SECTION. **Sec. 3.** A new section is added to chapter
29 28A.415 RCW to read as follows:

30 MATH, SCIENCE, AND TARGETED SECONDARY READING INITIATIVE.
31 Sections 3 through 6 of this act represent core components of a
32 comprehensive initiative to improve mathematics, science, and
33 targeted secondary reading education and achievement through
34 educator professional development and support. The initiative
35 focuses on:

36 (1) A regional delivery system to provide professional
37 development and support to schools and school districts through the
38 educational service districts;

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

4 (3) Leveraging existing public and private resources and
5 district-initiated activities; and

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

8 NEW SECTION. **Sec. 4.** A new section is added to chapter
9 28A.415 RCW to read as follows:

10 MATH, SCIENCE, AND TARGETED SECONDARY READING INITIATIVE. (1)
11 Subject to funds appropriated for this purpose, the mathematics,
12 science, and targeted secondary reading improvement initiative
13 shall provide the capacity and resources for the superintendent of
14 public instruction, educational service districts, school
15 districts, and schools to conduct a broad range of activities,
16 depending on the level of need and priority of the school or
17 district. The focus of the initiative is on building and enhancing
18 the quality of mathematics and science instruction.

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

21 (a) Targeted professional development in content knowledge,
22 content-specific pedagogy, differentiated instruction, effective
23 teaching strategies, learning modules, and mathematics and science
24 standards and curriculum;

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

27 (c) Curriculum alignment and development or purchase of
28 supplemental materials;

29 (d) Integration of technology; and

30 (e) Mentors and instructional coaches.

31 NEW SECTION. **Sec. 5.** A new section is added to chapter
32 28A.415 RCW to read as follows:

33 MATH, SCIENCE, AND TARGETED SECONDARY READING INITIATIVE. (1)
34 In support of the mathematics, science, and targeted secondary
35 reading improvement initiative, the office of the superintendent of
36 public instruction shall:

1 (a) In collaboration with the educational service districts,
2 develop a methodology for distributing funds appropriated for
3 activities under the tiered support system in this section among
4 the educational service districts and among the three tiers of
5 support. The methodology shall take into account the anticipated
6 demand and need for services by school districts in each tier and
7 the size of those school districts. The methodology shall also
8 reflect a higher priority and greater need for support and
9 resources for schools and districts in tier three;

10 (b) Develop guidelines for educational service districts in
11 administering grants, developing district improvement agreements,
12 and implementing intensive intervention and support services. The
13 guidelines shall not require all educational service districts to
14 follow the same procedures in all circumstances, but shall ensure
15 general equity for school districts across the state in how the
16 districts may access resources under the initiative and the
17 activities and services that are provided by the educational
18 service districts;

19 (c) Identify the schools and school districts eligible for tier
20 three intensive intervention and support, based on low student
21 performance in mathematics and science. The superintendent shall
22 consider whether the school has the capacity to feasibly integrate
23 additional resources with any existing state or federal improvement
24 funds. To the maximum extent possible, the identification of and
25 the intensive intervention services provided to tier three schools
26 and districts shall align with the accountability plan developed by
27 the state board of education; and

28 (d) In collaboration with the educational service districts,
29 develop guidelines and a common reporting format for collecting
30 data and information about the activities and outcomes under the
31 initiative and designate one or more common diagnostic assessments
32 for districts to use in reporting and monitoring student
33 achievement.

34 (2)(a) If funds are appropriated, resources for the
35 mathematics, science, and targeted secondary reading improvement
36 initiative shall be provided through the office of the
37 superintendent of public instruction and educational service
38 districts to schools and school districts based on a tiered support
39 system. The legislature's intent is that resources from the

1 mathematics, science, and targeted secondary reading improvement
2 initiative are provided over a four-year period.

3 (b) Tier one: Initiative grants. School districts may apply
4 on a competitive basis to their educational service district for
5 grants to support activities to improve mathematics, science, and
6 secondary reading instruction. A district may contract with the
7 educational service district for services, use the grant for
8 district-initiated activities, or both. Tier one districts must
9 demonstrate how district resources and resources from public-
10 private partnerships shall be used to leverage the grant funds.
11 Tier one grant recipients must identify measurable outcomes from
12 the activities supported by the grant and report results in a
13 prescribed format, including student achievement data from
14 designated diagnostic assessments.

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

30 (d) Tier three: Intensive intervention and support. School
31 districts and schools with low student performance in mathematics,
32 science, and/or secondary reading as identified by the
33 superintendent of public instruction under subsection (1) of this
34 section are eligible for intensive intervention and support
35 coordinated by the office of the superintendent of public
36 instruction and/or the educational service district. School
37 districts or individual schools may receive tier three support.
38 Recipients of funds under tier three support must:

1 (i) Participate in an audit of the mathematics, science, and
2 secondary reading instructional delivery system, including policies
3 and practices, curriculum alignment, teacher pedagogy and content
4 knowledge, and assessment of overall climate and practice compared
5 to best practices;

6 (ii) Develop, with assistance from the educational service
7 district, a school or district intervention plan that focuses on
8 areas of highest need and provides intensive professional
9 development in those areas;

10 (iii) Participate in professional development using the
11 services of a technical assistance team that includes a trained and
12 experienced facilitator and mathematics, science, or reading
13 instructional coaches to provide job-embedded professional
14 development; and

15 (iv) Identify measurable outcomes from the activities supported
16 by the grant and report results in a prescribed format, including
17 student achievement data from designated diagnostic assessments.

18 NEW SECTION. **Sec. 6.** A new section is added to chapter
19 28A.415 RCW to read as follows:

20 MATH, SCIENCE, AND TARGETED SECONDARY READING INITIATIVE. (1)
21 Educational service districts shall coordinate with the
22 superintendent of public instruction to develop and maintain the
23 capacity to provide administrative, professional development,
24 technical assistance, and intervention services under the
25 mathematics, science, and targeted secondary reading improvement
26 initiative to support school districts as required under section 5
27 of this act, including:

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

30 (b) Developing, administering, and monitoring tier two
31 improvement agreements and providing support and services under the
32 terms of the agreements; and

33 (c) Coordinating and providing the intensive intervention and
34 support for tier three schools and districts, including the
35 instructional audit, intervention plan, and intervention team.

36 (2) Educational service districts shall also:

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

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

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

12 NEW SECTION. **Sec. 7.** A new section is added to chapter
13 28A.415 RCW to read as follows:

14 REGIONAL PROFESSIONAL DEVELOPMENT PARTNERSHIPS. The office of
15 the superintendent of public instruction shall:

16 (1) Create partnerships with the educational service districts
17 or public or private institutions of higher education with approved
18 educator preparation programs to develop and deliver professional
19 development learning opportunities for educators that fulfill the
20 goals and address the activities described in sections 3 through 6
21 and section 9 of this act. The partnerships shall:

22 (a) Support school districts by providing professional
23 development leadership, courses, and consultation services to
24 school districts in their implementation of professional
25 development activities, including the activities described in
26 sections 3 through 6 and section 9 of this act; and

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

30 (2) Enter into a performance agreement with each educational
31 service district to clearly articulate partner responsibilities and
32 assure fidelity for the delivery of professional development
33 initiatives including job-embedded practices. Components of such
34 performance agreements shall include:

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

37 (b) Characteristics and qualifications of professional
38 development staff supported by the program;

1 (c) Methods to ensure consistent delivery of professional
2 development services; and

3 (d) Reporting responsibilities related to services provided,
4 program participation, outcomes, and recommendations for service
5 improvement.

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

8 EDUCATIONAL SERVICE DISTRICTS. The basic core services and
9 cost upon which educational service districts are budgeted shall
10 include, but not be limited to, the following:

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

13 (2) Cooperative administrative services such as assistance in
14 carrying out procedures to abolish sex and race bias in school
15 programs, fiscal services, grants management services, special
16 education services and transportation services;

17 (3) Personnel services such as certification/registration
18 services;

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

20 (5) Cooperative curriculum services such as health promotion
21 and health education services, in-service training, workshops and
22 assessment; ((and))

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

25 (7) Special needs of local education agencies.

26 NEW SECTION. **Sec. 9.** A new section is added to chapter
27 28A.415 RCW to read as follows:

28 MATHEMATICS AND SCIENCE TEACHER PROFESSIONAL DEVELOPMENT. (1)
29 Subject to funds appropriated for this purpose, targeted
30 professional development programs, to be known as learning
31 improvement days, are authorized to further the development of
32 outstanding mathematics, science, and reading teaching and learning
33 opportunities in the state of Washington. The intent of this
34 section is to provide guidance for the learning improvement days in
35 the omnibus appropriations act. The learning improvement days
36 authorized in this section shall not be considered part of the
37 definition of basic education.

1 (2) The expected outcomes of these programs are:

2 (a) Provision of meaningful, targeted professional development
3 for all teachers in mathematics, science, or reading;

4 (b) Increased knowledge and instructional skill for
5 mathematics, science, or reading teachers;

6 (c) Increased use of curriculum materials with supporting
7 diagnostic and supplemental materials that align with state
8 standards;

9 (d) Skillful guidance for students participating in alternative
10 assessment activities;

11 (e) Increased rigor of course offerings especially in
12 mathematics, science, and reading;

13 (f) Increased student opportunities for focused, applied
14 mathematics and science classes;

15 (g) Increased student success on state achievement measures;
16 and

17 (h) Increased student appreciation of the value and uses of
18 mathematics, science, and reading knowledge and exploration of
19 related careers.

20 (3) School districts receiving resources under this section
21 shall submit reports to the superintendent of public instruction
22 regarding the use of the funds; how the use of the funds is
23 associated with measurable improvement in the expected outcomes
24 described under subsection (2) of this section; and how other
25 professional development resources and programs authorized in
26 statute or in the omnibus appropriations act contribute to the
27 expected outcomes. The superintendent of public instruction and
28 the office of financial management shall collaborate on required
29 report content and format.

30
31 NEW SECTION. **Sec. 10.** A new section is added to chapter
32 28A.415 RCW to read as follows:

33 RECRUITING WASHINGTON TEACHERS. (1) The recruiting Washington
34 teachers program is established to recruit and provide training and
35 support for high school students to enter the teaching profession,
36 especially in teacher shortage areas and among under-represented
37 groups and multilingual, multicultural students. The program shall
38 be administered by the professional educator standards board.

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

1 (a) Targeted recruitment of diverse students, including but not
2 limited to students from under-represented groups and multilingual,
3 multicultural students in grades nine through twelve through
4 outreach and communication strategies. The focus of recruitment
5 efforts shall be on encouraging students to consider and explore
6 becoming future teachers in mathematics, science, bilingual
7 education, special education, and English as a second language.
8 Program enrollment is not limited to students from under-
9 represented groups or multilingual, multicultural students;

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

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

20 (d) Future teacher camps held on college campuses where
21 students can attend workshops and interact with college faculty and
22 current teachers.

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

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

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

34 (c) Conduct an evaluation of the effectiveness of current
35 strategies and programs for recruiting diverse teachers, especially
36 multilingual, multicultural teachers, in Washington and in other
37 states. The board shall use the findings from the evaluation to
38 revise the recruiting Washington teachers program as necessary and

1 make other recommendations to teacher preparation programs or the
2 legislature.

3 NEW SECTION. **Sec. 11.** The following acts or parts of acts are
4 each repealed:

5 (1) RCW 28A.300.350 (Excellence in mathematics training
6 program) and 1999 c 347 s 2;

7 (2) RCW 28A.415.200 (Minority teacher recruitment program--
8 Intent) and 1989 c 146 s 1; and

9 (3) RCW 28A.415.205 (Minority teacher recruitment program) and
10 2005 c 497 s 211, 1991 c 238 s 75, & 1989 c 146 s 2.

11

12 NEW SECTION. **Sec. 12.** Captions used in this act are not any
13 part of the law."

14 Correct the title.

EFFECT: Removes language specifying the content of professional development for the 2007-09 biennium for middle and high school math, science, and language arts teachers. Creates a mathematics, science, and targeted secondary reading improvement initiative. Directs the OSPI and ESDs to develop a methodology for distributing resources among the ESDs and among three tiers of support and assistance to school districts. Removes provisions regarding bonuses for NBPTS-certified teachers. Creates the Recruiting Washington Teachers Program to encourage students from under-represented groups and multicultural, multilingual students to become teachers in shortage areas.