

**2SHB 1906** - S AMD TO WM COMM AMD (S3313.1/07) **378**  
By Senator Clements

**NOT ADOPTED 4/11/2007**

1 On page 6, after line 2, strike all material down and through  
2 "2009." on page 7, line 31, and insert the following:

3 "NEW SECTION. **Sec. 1** MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH  
4 PROJECT. (1) A mathematics and science instructional coach  
5 demonstration project is authorized to develop, pilot, and refine  
6 program elements as a first step in the creation of a new instructional  
7 staff professional development program. The mathematics and science  
8 instructional coach demonstration project coaching program shall  
9 consist of a coach development institute, coaching seminars, coaching  
10 activities in schools, and program evaluation.

11 (2) The office of the superintendent of public instruction shall  
12 develop a mathematics and science instructional coach program that  
13 includes an initial coach development experience for new coaches  
14 provided through an institute setting, coaching support seminars, and  
15 additional coach development services. The office shall draw upon the  
16 experiences of coaches in federally supported elementary literacy  
17 programs and other successful programs, research and policy briefs on  
18 adult professional development, and research that specifically  
19 addresses the instructional environments of middle, junior high, and  
20 high schools as well as the unique aspects of the fields of mathematics  
21 and science.

22 (3) The office of the superintendent of public instruction shall  
23 design the application process and select the demonstration project participants.

24 (4) Schools and school districts participating in the  
25 demonstration project shall carefully select the individuals to perform  
26 the role of mathematics or science instructional coach. Characteristics  
27 to be considered for a successful coach include:

28 (a) Expertise in content area;

29 (b) Expertise in various instructional methodologies and  
30 personalizing learning;

31 (c) Personal skills that include skilled listening, questioning,  
32 trust-building, and problem-solving;

1 (d) Understanding and appreciation for the differences in adult  
2 learners and student learners; and

3 (e) Capacity for strategic planning and quality program implementation.

4 (5) The role of the mathematics or science instructional coach is  
5 focused on supporting teachers as they apply knowledge, develop skills,  
6 polish techniques, and deepen their understanding of content and  
7 instructional practices. This work takes a number of forms including:  
8 Individualized professional development, department-wide and school-  
9 wide professional development, guidance in student data interpretation,  
10 and using assessment to guide instruction. Each coach shall be assigned  
11 to two schools as part of this project.

12 (6) Project participants have the following responsibilities:

13 (a) Mathematics and science coaches shall participate in the coach  
14 development institute as well as in coaching support seminars that take  
15 place throughout the school year, practice coaching activities as  
16 guided by those articulated in the role of the coach in subsection (5)  
17 of this section, collect data, and participate in program evaluation  
18 activities as requested by the institute pursuant to subsection (7) of  
19 this section.

20 (b) School and district administrators in districts in which the  
21 mathematics and science coaches are practicing shall participate in  
22 program evaluation activities.

23 (7)(a) The Washington state institute for public policy shall  
24 conduct an evaluation of the mathematics and science instructional  
25 coach demonstration project in this section. Data shall be collected  
26 through various instruments including surveys, program and activity  
27 reports, student performance measures, observations, interviews, and  
28 other processes. Findings shall include an evaluation of the coach  
29 development institute, coaching support seminars, and other coach  
30 support activities; recommendations with regard to changes in the  
31 characteristics required of the coaches; identification of changes in  
32 teacher instruction related to coaching activities; and identification  
33 of the satisfaction level with coaching activities as experienced by  
34 classroom teachers and administrators.

35 (b) The institute for public policy shall report its findings to  
36 the governor, the office of the superintendent of public instruction,  
37 and the education and fiscal committees of the legislature. An interim  
38 report is due November 1, 2008. The final report is due December 1, 2009.

39 (8) This section expires September 1, 2010."

