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SECOND SUBSTITUTE HOUSE BILL 1907

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State of Washington                      60th Legislature                      2007 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives P. Sullivan, McDermott and Ormsby)

READ FIRST TIME 03/28/07.

1            AN ACT Relating to educator preparation, professional development,  
2 and compensation; amending RCW 28A.310.350 and 28A.415.200; adding new  
3 sections to chapter 28A.415 RCW; creating new sections; and repealing  
4 RCW 28A.300.350 and 28A.415.205.

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

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

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

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

1 (3) Academy partners include the state superintendent and principal  
2 professional associations, private nonprofit foundations, institutions  
3 of higher education with approved educator preparation programs, the  
4 professional educator standards board, the office of the superintendent  
5 of public instruction, educational service districts, the state school  
6 business officers' association, and other entities identified by the  
7 partners. The partners shall designate an independent organization to  
8 act as the fiscal agent for the academy and shall establish a board of  
9 directors to oversee and direct the academy's finances, services, and  
10 programs. The academy shall be supported by a national research  
11 institution with demonstrated expertise in educational leadership.

12 (4) Initial development of academy course content and activities  
13 shall be supported by private funds. Initial tasks of the academy are  
14 to:

15 (a) Finalize a comprehensive design of the academy and the  
16 development of the curriculum frameworks for a comprehensive leadership  
17 development program that includes coursework, practicum, mentoring, and  
18 evaluation components;

19 (b) Develop curriculum for individual leadership topics;

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

21 (d) Modify the comprehensive design, curriculum coursework,  
22 practicum, and mentoring programs based on the research results gained  
23 from pilot activities.

24 (5) The board of directors shall report semiannually to the  
25 superintendent of public instruction on the financial contributions  
26 provided by foundations and other organizations to support the work of  
27 the academy. The board of directors shall report by December 31st each  
28 year to the superintendent of public instruction on the programs and  
29 services provided, numbers of participants in the various academy  
30 activities, evaluation activities regarding program and participant  
31 outcomes, and plans for the academy's future development.

32 (6) The board of directors shall identify possible areas to better  
33 coordinate with and make recommendations for changes in superintendent  
34 and principal preparation programs, the administrator licensure system,  
35 and continuing education requirements.

36 NEW SECTION. **Sec. 2.** PROFESSIONAL EDUCATOR STANDARDS BOARD  
37 DUTIES. (1) The purpose of the duties in this section for the

1 professional educator standards board is to take the next steps in  
2 developing quality teaching knowledge and skill in the state's teaching  
3 ranks. The duties build upon the current teacher development  
4 foundation that requires demonstrated teaching competency, requires  
5 evidence of positive impact on student learning, and focuses on  
6 furthering state kindergarten through twelfth grade learning goals  
7 through instructional skill alignment.

8 (2) The professional educator standards board shall:

9 (a) By December 2007:

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

13 (ii) Adopt new certification requirements for individuals seeking  
14 residency teacher certification as elementary education or middle level  
15 and secondary mathematics teachers to assure adequate content and  
16 instructional strategy preparation to teach to the kindergarten through  
17 twelfth grades state mathematics and science standards;

18 (b) By June 2009:

19 (i) Set performance standards and develop, pilot, and implement a  
20 uniform and externally administered professional-level certification  
21 assessment based on demonstrated teaching skill. In the development of  
22 this assessment, consideration shall be given to changes in  
23 professional certification program components such as the culminating  
24 seminar;

25 (ii) Summarize its work in the development of the assessment in  
26 (b)(i) of this subsection in the annual reports required by RCW  
27 28A.410.240; and

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

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

36 NEW SECTION. **Sec. 3.** Sections 3 through 7 of this act represent  
37 core components of a comprehensive initiative to improve mathematics,

1 science, and targeted secondary reading education and achievement  
2 through educator professional development and support. The initiative  
3 focuses on:

4 (1) A regional delivery system to provide professional development  
5 and support to schools and school districts through the educational  
6 service districts;

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

10 (3) Leveraging existing public and private resources and district-  
11 initiated activities; and

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

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

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

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

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

29 (c) Curriculum alignment and development or purchase of  
30 supplemental materials;

31 (d) Integration of technology; and

32 (e) Mentors and instructional coaches.

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

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

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

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

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

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

19 (b) Characteristics and qualifications of professional development  
20 staff supported by the program;

21 (c) Methods to ensure consistent delivery of professional  
22 development services; and

23 (d) Reporting responsibilities related to services provided,  
24 program participation, outcomes, and recommendations for service  
25 improvement;

26 (3) In collaboration with the educational service districts,  
27 develop a methodology for distributing funds appropriated for  
28 activities under the tiered support system in section 6 of this act  
29 among the educational service districts and among the three tiers of  
30 support. The methodology shall take into account the anticipated  
31 demand and need for services by school districts in each tier and the  
32 size of those school districts. The methodology shall also reflect a  
33 higher priority and greater need for support and resources for schools  
34 and districts in tier three;

35 (4) Develop guidelines for educational service districts in  
36 administering grants, developing district improvement agreements, and  
37 implementing intensive intervention and support services. The  
38 guidelines shall not require all educational service districts to

1 follow the same procedures in all circumstances, but shall ensure  
2 general equity for school districts across the state in how the  
3 districts may access resources under the initiative and the activities  
4 and services that are provided by the educational service districts;

5 (5) Identify the schools and school districts eligible for tier  
6 three intensive intervention and support, based on low student  
7 performance in mathematics and science. The superintendent shall  
8 consider whether the school has the capacity to feasibly integrate  
9 additional resources with any existing state or federal improvement  
10 funds. To the maximum extent possible, the identification of and the  
11 intensive intervention services provided to tier three schools and  
12 districts shall align with the accountability plan developed by the  
13 state board of education; and

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

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

26 (1) Tier one: Initiative grants. School districts may apply on a  
27 competitive basis to their educational service district for grants to  
28 support activities to improve mathematics, science, and secondary  
29 reading instruction. A district may contract with the educational  
30 service district for services, use the grant for district-initiated  
31 activities, or both. Tier one districts must demonstrate how district  
32 resources and resources from public-private partnerships shall be used  
33 to leverage the grant funds. Tier one grant recipients must identify  
34 measurable outcomes from the activities supported by the grant and  
35 report results in a prescribed format, including student achievement  
36 data from designated diagnostic assessments.

1           (2) Tier two: Improvement agreements. School districts may work  
2 with the office of the superintendent of public instruction and  
3 educational service districts to plan, develop, and implement a  
4 mathematics, science, and targeted secondary reading improvement  
5 initiative tailored to the needs of the district. The office of the  
6 superintendent of public instruction, the educational service district,  
7 and the school district shall develop a joint agreement that identifies  
8 the services and support to be provided by the educational service  
9 district, the activities to be conducted by the district using  
10 improvement agreement funds, and the expected measurable outcomes from  
11 the activities. Recipients of funds under a tier two improvement  
12 agreement must report results of the activities supported by the  
13 agreement in a prescribed format, including student achievement data  
14 from designated diagnostic assessments.

15           (3) Tier three: Intensive intervention and support. School  
16 districts and schools with low student performance in mathematics,  
17 science, and/or secondary reading as identified by the superintendent  
18 of public instruction under section 5 of this act are eligible for  
19 intensive intervention and support coordinated by the office of the  
20 superintendent of public instruction and/or the educational service  
21 district. School districts or individual schools may receive tier  
22 three support. Recipients of funds under tier three support must:

23           (a) Participate in an audit of the mathematics, science, and  
24 secondary reading instructional delivery system, including policies and  
25 practices, curriculum alignment, teacher pedagogy and content  
26 knowledge, and assessment of overall climate and practice compared to  
27 best practices;

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

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

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

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

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

10       (b) Developing, administering, and monitoring tier two improvement  
11 agreements and providing support and services under the terms of the  
12 agreements; and

13       (c) Coordinating and providing the intensive intervention and  
14 support for tier three schools and districts, including the  
15 instructional audit, intervention plan, and intervention team.

16       (2) Educational service districts shall also:

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

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

23       (c) Develop appropriate reporting and monitoring procedures to  
24 ensure accountability for the use of funds distributed to school  
25 districts through the tiered support system and for the achievement of  
26 desired outcomes.

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

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

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

34       (2) Cooperative administrative services such as assistance in  
35 carrying out procedures to abolish sex and race bias in school  
36 programs, fiscal services, grants management services, special  
37 education services and transportation services;



- 1 (3) Personnel services such as certification/registration services;
- 2 (4) Learning resource services such as audio visual aids;
- 3 (5) Cooperative curriculum services such as health promotion and
- 4 health education services, in-service training, workshops and
- 5 assessment; (~~and~~)
- 6 (6) Professional development services identified by statute or the
- 7 omnibus appropriations act; and
- 8 (7) Special needs of local education agencies.

9 NEW SECTION. Sec. 9. RCW 28A.300.350 (Excellence in mathematics

10 training program) and 1999 c 347 s 2 are each repealed.

11 NEW SECTION. Sec. 10. Sections 3 through 7 of this act are each

12 added to chapter 28A.415 RCW under the subchapter heading "mathematics,

13 science, and targeted secondary reading improvement initiative."

14 **Sec. 11.** RCW 28A.415.200 and 1989 c 146 s 1 are each amended to

15 read as follows:

16 The legislature finds that it is important to have a teaching force

17 that reflects the rich diversity of the students served in the public

18 schools. A diverse and culturally competent teaching force provides a

19 unique social, emotional, and academic learning environment for a

20 diverse student body. The legislature further finds that certain

21 groups, as characterized by ethnic background, are traditionally

22 underrepresented in the teaching profession in the state of Washington

23 and that the ethnic diversity of the student population in the state of

24 Washington is increasing. (~~The legislature intends to increase the~~

25 ~~number of people from underrepresented groups entering our teaching~~

26 ~~force.)) The legislature further finds that Washington lacks a~~

27 systemic and strategic recruitment approach to increasing diversity

28 among educators. Additional steps must be taken to increase the number

29 of diverse high school students who seek to enter the teaching

30 profession, especially in teacher shortage areas and among

31 multilingual, multicultural students.

32 NEW SECTION. Sec. 12. A new section is added to chapter 28A.415

33 RCW to read as follows:

- 34 (1) The recruiting diverse Washington teachers program is

1 established to recruit and provide training and support for diverse  
2 high school students to enter the teaching profession, especially in  
3 teacher shortage areas and among multilingual, multicultural students.  
4 The program shall be administered by the professional educator  
5 standards board.

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

7 (a) Targeted recruitment of diverse students, especially  
8 multilingual, multicultural students in grades nine through twelve  
9 through outreach and communication strategies. The focus of  
10 recruitment efforts shall be on encouraging students to consider and  
11 explore becoming future teachers in mathematics, science, bilingual  
12 education, special education, and English as a second language;

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

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

23 (d) Future teacher camps held on college campuses where students  
24 can attend workshops and interact with college faculty and current  
25 teachers.

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

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

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

37 (c) Conduct an evaluation of the effectiveness of current  
38 strategies and programs for recruiting diverse teachers, especially

1 multilingual, multicultural teachers, in Washington and in other  
2 states. The board shall use the findings from the evaluation to revise  
3 the recruiting diverse Washington teachers program as necessary and  
4 make other recommendations to teacher preparation programs or the  
5 legislature.

6 NEW SECTION. **Sec. 13.** RCW 28A.415.205 (Minority teacher  
7 recruitment program) and 2005 c 497 s 211, 1991 c 238 s 75, & 1989 c  
8 146 s 2 are each repealed.

9 NEW SECTION. **Sec. 14.** Captions used in this act are not any part  
10 of the law.

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