H-4350.1

HOUSE BILL 2809

State of Washington 60th Legislature 2008 Regular Session

By Representatives Sullivan, Haler, Kelley, and Ormsby

Read first time 01/16/08. Referred to Committee on Education.

AN ACT Relating to mathematics and science teachers; and creating new sections.

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

NEW SECTION. **Sec. 1.** The legislature finds that:

(1) Mathematics and science education are critical to the future prosperity of the state and its citizens;

(2) The need for quality mathematics and science instruction is significant and growing. Forty-six percent of Washington students who enroll in community or technical colleges immediately after high school require mathematics remediation before they can begin work toward a degree or certificate. High school graduation requirements in mathematics and science will be increasing;

(3) Significant vacancies exist for qualified mathematics and science teachers in Washington's K-12 school system. Competition for mathematics and science teachers is increasing and many who are now teaching in these subject areas have not been appropriately certified or received adequate preparation; and

(4) Immediate action is needed to improve mathematics and science

instruction and to help fill mathematics and science teaching vacancies. The state must improve, unify, and accelerate recruitment and preparation programs for mathematics and science teachers.

NEW SECTION. **Sec. 2.** (1) By September 15, 2008, the professional educator standards board shall submit a report with recommendations for strengthening the state's corps of K-12 mathematics and science teachers to the governor, the superintendent of public instruction, and the education committees of the legislature. The report shall:

(a) Quantify demand by detailing the number of K-12 mathematics and science teachers needed statewide and regionally by the 2010-11 school year. This analysis shall include the number of teachers, by district, assigned to teach mathematics and science both with and without appropriate certification in those subjects and the number of mathematics and science teaching vacancies needing to be filled, by district;

(b) Specify how demand will be met by the 2010-11 school year, including:

(i) The impact of state-funded recruitment programs such as the pipeline for paraeducators conditional scholarship, retooling to teach mathematics and science conditional scholarship, alternative routes conditional scholarship, future teachers conditional scholarship, and the recruiting Washington teachers program;

(ii) How alternative route certification programs can be streamlined and accelerated, based on best practices in other states, to enable mid-career professionals with mathematics and science expertise to become certified as K-12 teachers; and

(iii) Financial incentives, based on best practices in other states, that can be used to hire, support, and retain mathematics and science teachers in a competitive marketplace; and

(c) Specify strategies for improving retention of mathematics and science teachers and increasing their classroom effectiveness, including:

(i) Outlining how to improve the induction of new mathematics and science teachers using a multiyear approach, mandatory participation by all school districts, orientation and training sessions before the start of the school year, highly skilled mentors, and ongoing professional development for new teachers and mentors;

(ii) Identifying strategies, based on best practices, to improve the rigor and productivity of state-funded mathematics and science teacher preparation programs; and

(iii) Clarifying the steps needed to substantially reduce mathematics remediation rates among recent high school graduates.

(2) The board's analysis and recommendations shall take into account increased K-12 graduation requirements from the state board of education and opportunities provided by the revised mathematics and science standards and recommended curricula. The board shall seek assistance from the Washington center for strengthening the teaching profession in preparing the report and recommendations and consider the possible role of a public-private partnership in helping to meet the demand for mathematics and science teachers and in improving the quality of instruction in these subject areas.

(3) The professional educator standards board shall also conduct a study of differential pay for teachers in high-demand subject areas such as mathematics and science. The study shall examine the design, successes, and limitations of differential pay programs in other states. The board may collaborate with the Washington state institute for public policy in conducting the differential pay study and shall provide a report of its findings and recommendations to the governor, the superintendent of public instruction, the education committees of the legislature, and the basic education finance task force by September 1, 2008.

--- END ---