
SENATE BILL 5813

State of Washington 60th Legislature 2007 Regular Session

By Senators McAuliffe, Hobbs, Weinstein, Kauffman, Eide, Tom, Rasmussen, Kohl-Welles, Murray, Shin, Marr, Oemig, Kilmer and Delvin

Read first time 02/01/2007. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to improving mathematics and science education;
2 amending RCW 28A.660.005, 28A.660.050, and 28B.102.080; adding a new
3 section to chapter 28A.300 RCW; adding new sections to chapter 28A.660
4 RCW; creating new sections; providing an expiration date; and declaring
5 an emergency.

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

7 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
8 RCW to read as follows:

9 AFTER-SCHOOL MATHEMATICS SUPPORT PROGRAM. (1) The after-school
10 mathematics support program is created to study the effects of
11 intentional, skilled mathematics support included as part of an
12 existing after-school activity program.

13 (2) The office of the superintendent of public instruction shall
14 provide grants to selected community-based, nonprofit organizations
15 that provide after-school programs and include support for students to
16 learn mathematics.

17 (3) Grant applicants must demonstrate the capacity to provide
18 assistance in mathematics learning in the following ways:

1 (a) Identifying the mathematics content and instructional skill of
2 the staff or volunteers assisting students;

3 (b) Identifying proposed learning strategies to be used, which
4 could include computer-based instructional and skill practice programs
5 and tutoring by adults or other students;

6 (c) Articulating the plan for connection with school mathematics
7 teachers to coordinate student assistance; and

8 (d) Articulating the plan for assessing student and program
9 success.

10 (4) Priority will be given to applicants that propose programs to
11 serve middle school and junior high school students.

12 (5) The office of the superintendent of public instruction shall
13 evaluate program outcomes and report to the governor and the education
14 committees of the legislature on the outcomes of the grants and make
15 recommendations related to program continuation, program modification,
16 and issues related to program sustainability and possible program
17 expansion. An interim report is due November 1, 2008. The final
18 report is due December 1, 2009.

19 NEW SECTION. **Sec. 2.** MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH
20 PROJECT. (1) A mathematics and science instructional coach

21 demonstration project is authorized to develop, pilot, and refine
22 program elements as a first step in the creation of a new instructional
23 staff professional development program. The mathematics and science
24 instructional coach demonstration project coaching program shall
25 consist of a coach development institute, coaching seminars, coaching
26 activities in schools, and program evaluation.

27 (2) The office of the superintendent of public instruction shall
28 develop a mathematics and science instructional coach program that
29 includes an initial coach development experience for new coaches
30 provided through an institute setting, coaching support seminars, and
31 additional coach development services. The office shall draw upon the
32 experiences of coaches in federally supported elementary literacy
33 programs and other successful programs, research and policy briefs on
34 adult professional development, and research that specifically
35 addresses the instructional environments of middle, junior high, and
36 high schools as well as the unique aspects of the fields of mathematics
37 and science.

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

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

8 (a) Expertise in content area;

9 (b) Expertise in various instructional methodologies and
10 personalizing learning;

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

13 (d) Understanding and appreciation for the differences in adult
14 learners and student learners; and

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

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

25 (6) Project participants have the following responsibilities:

26 (a) Mathematics and science coaches shall participate in the coach
27 development institute as well as in coaching support seminars that take
28 place throughout the school year, practice coaching activities as
29 guided by those articulated in the role of the coach in subsection (5)
30 of this section, collect data, and participate in program evaluation
31 activities as requested by the institute pursuant to subsection (7) of
32 this section.

33 (b) School and district administrators in districts in which the
34 mathematics and science coaches are practicing shall participate in
35 program evaluation activities.

36 (7)(a) The Washington state institute for public policy shall
37 conduct an evaluation of the mathematics and science instructional
38 coach demonstration project in this section. Data shall be collected

1 through various instruments including surveys, program and activity
2 reports, student performance measures, observations, interviews, and
3 other processes. Findings shall include an evaluation of the coach
4 development institute, coaching support seminars, and other coach
5 support activities; recommendations with regard to changes in the
6 characteristics required of the coaches; identification of changes in
7 teacher instruction related to coaching activities; and identification
8 of the satisfaction level with coaching activities as experienced by
9 classroom teachers and administrators.

10 (b) The institute for public policy shall report its findings to
11 the governor, the office of the superintendent of public instruction,
12 and the education and fiscal committees of the legislature. An interim
13 report is due November 1, 2008. The final report is due December 1,
14 2009.

15 (8) This section expires September 1, 2010.

16 NEW SECTION. **Sec. 3. MATHEMATICS AND SCIENCE REVIEW.** (1) The
17 activities in this section strengthen the learning standards that
18 implement the goals of RCW 28A.150.210, improve alignment of school
19 district curriculum to the state standards, and provide assessment
20 tools that link directly to the state's learning standards and
21 curriculum. As the state board of education and the office of the
22 superintendent of public instruction implement the activities in this
23 section, each agency shall provide a status report of activities and
24 progress at the beginning of each calendar quarter, beginning with July
25 1, 2007, to the governor and the chairs and ranking minority members of
26 the house of representatives and senate education committees.

27 (2) By December 2007, the state board of education, in cooperation
28 with the office of the superintendent of public instruction, shall
29 complete the process by which an independent review of the K-12
30 mathematics and science standards and essential academic learning
31 requirements is conducted.

32 (a) The results of each review shall provide findings and
33 recommendations to the superintendent of public instruction regarding
34 changes to the K-12 mathematics and science standards and the essential
35 academic learning requirements. The findings and recommendations shall
36 address the incorporation of international performance standards as may

1 be benchmarked to the content of the trends in international
2 mathematics and science study (TIMSS) and the programme for
3 international student assessment (PISA).

4 (b) The review in this section shall satisfy the requirement in RCW
5 28A.655.070(2) for a periodic revision of the essential academic
6 learning requirements.

7 (3) By December 2007, the state board of education shall:

8 (a) Incorporate into the state accountability plan the conditions
9 under which school districts are required to use one of the state
10 identified curricula in mathematics or science, or both. The plan
11 shall also describe the conditions for exception to the curriculum
12 requirement. These conditions shall address student performance
13 criteria;

14 (b) Under RCW 28A.230.090, amend the high school graduation
15 requirement in mathematics to include a minimum of three credits of
16 mathematics. The state board of education shall describe the
17 mathematics content required within the three credits and shall
18 consider requiring content to include that commonly contained in
19 algebra 2. The state board of education shall also consider:

- 20 (i) An additional requirement to include requiring mathematics to
21 be included in the student's senior year class schedule;
- 22 (ii) Ways to demonstrate mathematics competencies; and
- 23 (iii) Conditions for exceptions to a senior year mathematics
24 requirement.

25 (4) By July 2008, the office of the superintendent of public
26 instruction shall:

27 (a) Identify no more than three mathematics basic curricula for
28 elementary, middle, junior high, and high school, that align with the
29 new standards resulting from the independent review activities
30 described in this section. Diagnostic and supplemental materials shall
31 also be identified;

32 (b) Identify no more than three science basic curricula for
33 elementary, middle, junior high, and high school, that align with the
34 new standards resulting from the independent review activities
35 described in this section. Diagnostic and supplemental materials shall
36 also be identified; and

37 (c) Begin the process revising the Washington assessment of student
38 learning mathematics and science assessments at grade levels four

1 through ten as appropriate to align assessment content with the new
2 standards and essential academic learning requirements resulting from
3 the independent reviews provided in subsection (1) of this section.

4 **Sec. 4.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to
5 read as follows:

6 (1) The legislature finds and declares:

7 ~~((1))~~ (a) Teacher qualifications and effectiveness are the most
8 important influences on student learning in schools~~((-))~~;

9 ~~((2))~~ (b) Preparation of individuals to become well-qualified,
10 effective teachers must be high quality~~((-))~~;

11 ~~((3))~~ (c) Teachers who complete high-quality alternative route
12 programs with intensive field-based experience, adequate coursework,
13 and strong mentorship do as well or better than teachers who complete
14 traditional preparation programs~~((-))~~;

15 ~~((4))~~ (d) High-quality alternative route programs can provide
16 more flexibility and expedience for individuals to transition from
17 their current career to teaching~~((-))~~;

18 ~~((5))~~ (e) High-quality alternative route programs can help school
19 districts fill subject matter shortage areas and areas with shortages
20 due to geographic location~~((-))~~;

21 ~~((6))~~ (f) Regardless of route, all candidates for residency
22 teacher certification must meet the high standards required by the
23 state; and

24 (g) Teachers need an adequate background in subject matter content
25 if they are to teach it well, and should hold full, appropriate
26 credentials in those subject areas.

27 (2) The legislature recognizes widespread concerns about the
28 potential for teacher shortages and finds that classified instructional
29 staff in public schools, current certificated staff, and unemployed
30 certificate holders represent a great untapped resource for recruiting
31 ~~((the))~~ more teachers ~~((of the future))~~ in critical shortage areas.

32 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.660
33 RCW to read as follows:

34 (1) The pipeline for paraeducators conditional scholarship program
35 is created. Participation is limited to paraeducators without a
36 college degree who have at least three years of classroom experience.

1 It is anticipated that candidates enrolled in this program will
2 complete their associate of arts degree in a direct transfer agreement
3 mathematics education program at a community and technical college in
4 two years or less and become eligible for a mathematics endorsement and
5 special education endorsement or a mathematics endorsement and an
6 English as a second language endorsement via route one in the
7 alternative routes to teacher certification program provided in this
8 chapter.

- 9 (2) Entry requirements for candidates include:
- 10 (a) District or building validation of qualifications, including
 - 11 three years of successful student interaction and leadership as a
 - 12 classified instructional employee; and
 - 13 (b) Acceptance into a direct transfer agreement mathematics
 - 14 education program at a community and technical college.

15 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.660
16 RCW to read as follows:

17 (1) The retooling to teach mathematics and science conditional
18 scholarship program is created. Participation is limited to current K-
19 12 teachers and individuals having an elementary education certificate
20 but who are not employed in positions requiring an elementary education
21 certificate. It is anticipated that candidates enrolled in this
22 program will complete the requirements for a mathematics or science
23 endorsement, or both, in two years or less.

- 24 (2) Entry requirements for candidates include:
- 25 (a) Current K-12 teachers shall pursue a middle level mathematics
 - 26 or science, or secondary mathematics or science endorsement.
 - 27 (b) Individuals having an elementary education certificate but who
 - 28 are not employed in positions requiring an elementary education
 - 29 certificate shall pursue an endorsement in middle level mathematics or
 - 30 science only.

31 **Sec. 7.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read
32 as follows:

33 The ~~((alternative route))~~ conditional scholarship programs ~~((is))~~
34 in this chapter are created under the following guidelines:

- 35 (1) The programs shall be administered by the higher education

1 coordinating board. In administering the programs, the higher
2 education coordinating board has the following powers and duties:

3 (a) To adopt necessary rules and develop guidelines to administer
4 the programs;

5 (b) To collect and manage repayments from participants who do not
6 meet their service obligations; and

7 (c) To accept grants and donations from public and private sources
8 for the programs.

9 (2) Requirements for participation in the ((alternative route))
10 conditional scholarship programs are as provided in this subsection
11 (2).

12 (a) The alternative route conditional scholarship program is
13 limited to interns of the partnership grant programs under RCW
14 28A.660.040. In order to receive conditional scholarship awards,
15 recipients shall:

16 (i) Be accepted and maintain enrollment in alternative
17 certification routes through the partnership grant program;

18 (ii) Continue to make satisfactory progress toward completion of
19 the alternative route certification program and receipt of a residency
20 teaching certificate; and

21 (iii) Receive no more than the annual amount of the scholarship,
22 not to exceed eight thousand dollars, for the cost of tuition, fees,
23 and educational expenses, including books, supplies, and transportation
24 for the alternative route certification program in which the recipient
25 is enrolled. The board may adjust the annual award by the average rate
26 of resident undergraduate tuition and fee increases at the state
27 universities as defined in RCW 28B.10.016.

28 (b) The pipeline for paraeducators conditional scholarship program
29 is limited to qualified paraeducators as provided by section 5 of this
30 act. In order to receive conditional scholarship awards, recipients
31 shall:

32 (i) Be accepted and maintain enrollment in a direct transfer
33 agreement mathematics education program at a community and technical
34 college for no more than two years and attain an associate of arts
35 degree;

36 (ii) Continue to make satisfactory progress toward completion of an
37 associate of arts degree. This progress requirement is a condition for
38 eligibility into a route one program of the alternative routes to

1 teacher certification program for a mathematics endorsement and special
2 education endorsement or a mathematics endorsement and an English as a
3 second language endorsement; and

4 (iii) Receive no more than the annual amount of the scholarship,
5 not to exceed four thousand dollars, for the cost of tuition, fees, and
6 educational expenses, including books, supplies, and transportation for
7 the alternative route certification program in which the recipient is
8 enrolled. The board may adjust the annual award by the average rate of
9 tuition and fee increases at the state community and technical
10 colleges.

11 (c) The retooling to teach mathematics and science conditional
12 scholarship program is limited to current K-12 teachers and individuals
13 having an elementary education certificate but who are not employed in
14 positions requiring an elementary education certificate as provided by
15 section 6 of this act. In order to receive conditional scholarship
16 awards:

17 (i) Individuals currently employed as teachers shall pursue a
18 middle level mathematics or science, or secondary mathematics or
19 science endorsement; or

20 (ii) Individuals who are certificated with an elementary education
21 endorsement, but not employed in positions requiring an elementary
22 education certificate, shall pursue an endorsement in middle level
23 mathematics or science, or both; and

24 (iii) Individuals shall use one of the pathways to endorsement
25 processes to receive a mathematics or science endorsement, or both,
26 which shall include passing a mathematics or science endorsement test,
27 or both tests, plus observation and completing applicable coursework to
28 attain the proper endorsement; and

29 (iv) Individuals shall receive no more than the annual amount of
30 the scholarship, not to exceed three thousand dollars, for the cost of
31 tuition, test fees, and educational expenses, including books,
32 supplies, and transportation for the endorsement pathway being pursued.

33 (3) The Washington professional educator standards board shall
34 select ~~((interns))~~ individuals to receive conditional scholarships.

35 ~~((3) In order to receive conditional scholarship awards,~~
36 ~~recipients shall be accepted and maintain enrollment in alternative~~
37 ~~certification routes through the partnership grant program, as provided~~

1 in RCW 28A.660.040. Recipients must continue to make satisfactory
2 progress towards completion of the alternative route certification
3 program and receipt of a residency teaching certificate.))

4 (4) For the purpose of this chapter, a conditional scholarship is
5 a loan that is forgiven in whole or in part in exchange for service as
6 a certificated teacher employed in a Washington state K-12 public
7 school. The state shall forgive one year of loan obligation for every
8 two years a recipient teaches in a public school. Recipients ((that))
9 who fail to continue a course of study leading to residency teacher
10 certification or cease to teach in a public school in the state of
11 Washington in their endorsement area are required to repay the
12 remaining loan principal with interest.

13 (5) Recipients who fail to fulfill the required teaching obligation
14 are required to repay the remaining loan principal with interest and
15 any other applicable fees. The higher education coordinating board
16 shall adopt rules to define the terms for repayment, including
17 applicable interest rates, fees, and deferments.

18 (6) ((To the extent funds are appropriated for this specific
19 purpose, the annual amount of the scholarship is the annual cost of
20 tuition; fees; and educational expenses, including books, supplies, and
21 transportation for the alternative route certification program in which
22 the recipient is enrolled, not to exceed eight thousand dollars. The
23 board may adjust the annual award by the average rate of resident
24 undergraduate tuition and fee increases at the state universities as
25 defined in RCW 28B.10.016.

26 (+7)) The higher education coordinating board may deposit all
27 appropriations, collections, and any other funds received for the
28 program in this chapter in the ((student loan)) future teachers
29 conditional scholarship account authorized in RCW ((28B.102.060))
30 28B.102.080.

31 **Sec. 8.** RCW 28B.102.080 and 2004 c 58 s 9 are each amended to read
32 as follows:

33 (1) The future teachers conditional scholarship account is created
34 in the custody of the state treasurer. An appropriation is not
35 required for expenditures of funds from the account. The account is
36 not subject to allotment procedures under chapter 43.88 RCW except for
37 moneys used for program administration.

1 (2) The board shall deposit in the account all moneys received for
2 the future teachers conditional scholarship and loan repayment program
3 and for conditional loan programs under chapter 28A.660 RCW. The
4 account shall be self-sustaining and consist of funds appropriated by
5 the legislature for the future teachers conditional scholarship and
6 loan repayment program, private contributions to the program, ~~((and))~~
7 receipts from participant repayments from the future teachers
8 conditional scholarship and loan repayment program, and conditional
9 loan programs established under chapter 28A.660 RCW. Beginning July 1,
10 2004, the board shall also deposit into the account: (a) All funds
11 from the institution of higher education loan account that are
12 traceable to any conditional scholarship program for teachers or
13 prospective teachers established by the legislature before June 10,
14 2004; and (b) all amounts repaid by individuals under any such program.

15 (3) Expenditures from the account may be used solely for
16 conditional loans and loan repayments to participants in the future
17 teachers conditional scholarship and loan repayment program established
18 by this chapter, conditional scholarships for participants in programs
19 established in chapter 28A.660 RCW, and costs associated with program
20 administration by the board.

21 (4) Disbursements from the account may be made only on the
22 authorization of the board.

23 NEW SECTION. Sec. 9. Captions used in this act are not any part
24 of the law.

25 NEW SECTION. Sec. 10. Section 3 of this act is necessary for the
26 immediate preservation of the public peace, health, or safety, or
27 support of the state government and its existing public institutions,
28 and takes effect immediately.

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