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**SUBSTITUTE HOUSE BILL 1600**

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**State of Washington**

**62nd Legislature**

**2011 Regular Session**

**By** House Education (originally sponsored by Representatives Probst, Anderson, Maxwell, and Roberts)

READ FIRST TIME 02/17/11.

1 AN ACT Relating to elementary math specialists; adding a new  
2 section to chapter 28A.410 RCW; and creating a new section.

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

4 NEW SECTION. **Sec. 1.** The legislature finds that significant  
5 changes have been made in recent years to improve Washington's  
6 mathematics standards. Additional mathematics coursework, at a more  
7 rigorous level, will be required for high school graduation. Efforts  
8 to increase the rigor of high school mathematics will ultimately not be  
9 successful unless students in elementary and middle school are better  
10 prepared in mathematics. Successful preparation is more likely to  
11 occur if students have the opportunity to receive instruction from a  
12 teacher with proficiency in both mathematics content and effective  
13 instructional methods in mathematics for elementary and middle school  
14 students. It is the legislature's intent to encourage elementary  
15 teachers who enjoy and excel in mathematics to become specialists, and  
16 to encourage school districts to assign these specialists to teach  
17 elementary and middle school mathematics, thereby transmitting both  
18 their expertise and their enthusiasm for the subject to their students.

1        NEW SECTION.    **Sec. 2.**    A new section is added to chapter 28A.410

2    RCW to read as follows:

3        (1) For the purposes of this section, an elementary mathematics  
4    specialist is a certificated teacher who has demonstrated at least the  
5    following knowledge and skills:

6        (a) Enhanced mathematics content knowledge and skills necessary to  
7    provide students in grades kindergarten through eight a deep  
8    understanding of the essential academic learning requirements and  
9    performance expectations in mathematics;

10       (b) Knowledge and skills in a variety of instructional strategies  
11    for teaching mathematics content; and

12       (c) Knowledge and skills in instructional strategies targeted for  
13    students struggling with mathematics.

14       (2) The legislature encourages the professional educator standards  
15    board to develop standards for and adopt a specialty endorsement for  
16    elementary mathematics specialists as defined under this section.

17       (3) School districts may work with local colleges and universities,  
18    educator preparation programs, and educational service districts to  
19    develop and offer training and professional development opportunities  
20    in the knowledge and skills necessary for a teacher to be considered an  
21    elementary mathematics specialist under this section.

22       (4) School districts are encouraged to use elementary mathematics  
23    specialists for direct instruction of students using an itinerant  
24    teacher model where the specialist rotates from classroom to classroom  
25    within the school.

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