

SSB 6129 - H COMM AMD
By Committee on Education

ADOPTED AND ENGROSSED 3/6/14

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature acknowledges that
4 paraeducators have become a significant resource to students who need
5 additional education assistance. The legislature further recognizes
6 that there is significant variability in paraeducator standards,
7 training, and opportunity for professional development. A carefully
8 constructed paraeducator development program would place the highest
9 qualified paraeducators working with the highest need students. Such
10 a program when combined with a career ladder could offer paraeducators
11 real opportunities for upward mobility. Since paraeducators more
12 closely reflect the cultural diversity of the student population, a
13 development program and career ladder would be likely to encourage more
14 paraeducators to become teachers. Training teachers how to work with
15 a paraeducator in their classrooms could increase paraeducators'
16 ability to teach students who need additional assistance.

17 NEW SECTION. **Sec. 2.** (1) The superintendent of public instruction
18 shall convene a work group to examine the use of paraeducators across
19 school districts, including their roles and types of assignments in the
20 classroom and the variation in paraeducator deployment in support of
21 teachers. The work group must include paraeducators, teachers, school
22 and school district administrators, school directors, and
23 representatives of their respective associations. The superintendent
24 of public instruction shall submit the findings of the work group to
25 the professional educator standards board by August 31, 2014, to inform
26 the work of the board and the work group established under subsection
27 (2) of this section.

28 (2)(a) The professional educator standards board shall
29 simultaneously convene a work group to design program specific minimum

1 employment standards for paraeducators, professional development and
2 education opportunities that support the standards, a paraeducator
3 career ladder, an articulated pathway for teacher preparation and
4 certification, and teacher professional development on how to maximize
5 the use of paraeducators in the classroom.

6 (b) The work group convened by the professional educator standards
7 board must include representatives of:

8 (i) The professional educator standards board; the Green River
9 Community College center of excellence for careers in education;
10 educational service districts; community and technical college
11 paraeducator apprenticeship and certificate programs; colleges of
12 education; teacher, paraeducator, principal, school director, and
13 administrator associations; career and technical education; special
14 education parents and advocacy organizations; community-based
15 organizations representing immigrant and refugee communities and
16 communities of color; the educational opportunity gap oversight and
17 accountability committee; and the office of the superintendent of
18 public instruction; and

19 (ii) A maximum of two paraeducators from each program for which
20 specific minimum employment standards will be designed.

21 (3) By January 10, 2015, the work group convened by the
22 professional educator standards board shall submit a report to the
23 education committees of the legislature that recommends:

24 (a) Multiple options for assuring minimum employment standards and
25 professional development opportunities for paraeducators who work in:

26 (i) English language learner programs, transitional bilingual
27 instruction programs, and federal limited English proficiency programs;
28 and

29 (ii) The learning assistance program and federal disadvantaged
30 program;

31 (b) A career ladder that encourages paraeducators to pursue
32 advanced education and professional development as well as increased
33 instructional ability and responsibility;

34 (c) An articulated pathway for teacher preparation that includes:

35 (i) Paraeducator certificate and apprenticeship programs that offer
36 course credits that apply to transferrable associate degrees and are
37 aligned with the standards and competencies for teachers adopted by the
38 professional educator standards board;

1 (ii) Associate degree programs that build on and do not duplicate
2 the courses and competencies of paraeducator certificate programs,
3 incorporate field experiences, are aligned with the standards and
4 competencies for teachers adopted by the professional educator
5 standards board, and are transferrable to bachelor's degree in
6 education programs and teacher certification programs;

7 (iii) Bachelor's degree programs that lead to teacher certification
8 that build on and do not duplicate the courses and competencies of
9 transferrable associate degrees;

10 (iv) Incorporation of the standards for cultural competence
11 developed by the professional educator standards board under RCW
12 28A.410.270 throughout the courses and curriculum of the pathway,
13 particularly focusing on multicultural education and principles of
14 language acquisition; and

15 (v) A comparison of the current status of pathways for teacher
16 certification to the elements of the articulated pathway, highlighting
17 gaps and recommending strategies to address the gaps;

18 (d) Professional development for certificated employees that
19 focuses on maximizing the success of paraeducators in the classroom.

20 (4) The work group convened by the professional educator standards
21 board must submit a final report of its recommendations to the
22 education committees of the legislature by January 10, 2016,
23 concerning:

24 (a) Multiple options for assuring minimum employment standards and
25 professional development opportunities for basic education and special
26 education paraeducators;

27 (b) Whether there should be alignment of training requirements of
28 paraeducators providing special education services for students during
29 the school year with existing training for home care aides who provide
30 similar services to students when they are not in school, and if so,
31 how the alignment should be accomplished; and

32 (c) Appropriate professional development and training to help
33 paraeducators meet the employment standards.

34 (5) This section expires June 30, 2016.

35 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.410
36 RCW to read as follows:

37 The professional educator standards board and the state board for

1 community and technical colleges may exercise their respective
2 authorities regarding program approval to implement the articulated
3 pathway for teacher preparation and certification recommended pursuant
4 to section 2, chapter . . ., Laws of 2014 (section 2 of this act) in
5 approved teacher certification programs and certificate and degree
6 programs offered by community and technical colleges.

7 NEW SECTION. **Sec. 4.** A new section is added to chapter 28B.50 RCW
8 to read as follows:

9 Beginning with the 2016-17 academic year, any community or
10 technical college that offers an apprenticeship program or certificate
11 program for paraeducators must provide candidates the opportunity to
12 earn transferrable course credits within the program. The programs
13 must also incorporate the standards for cultural competence, including
14 multicultural education and principles of language acquisition,
15 developed by the professional educator standards board under RCW
16 28A.410.270.

17 NEW SECTION. **Sec. 5.** If specific funding for the purposes of this
18 act, referencing this act by bill or chapter number, is not provided by
19 June 30, 2014, in the omnibus appropriations act, this act is null and
20 void."

21 Correct the title.

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