

SSB 5077 - S AMD 357

By Senators Hasegawa, McAuliffe, Jayapal, McCoy

NOT ADOPTED 04/02/2015

1 On page 120, line 5, increase the General Fund--State (FY 2016)
2 appropriation by \$211,000.

3 Adjust the total appropriation accordingly.

4

5 On page 279, after line 23, insert the following:

6

7 "NEW SECTION. **Sec. 964.** A new section is added to chapter
8 28A.345 RCW to read as follows:

9 The Washington state school directors' association, in
10 consultation with the office of the superintendent of public
11 instruction, the professional educator standards board, the steering
12 committee established in RCW 28A.405.100, and the educational
13 opportunity gap oversight and accountability committee, must develop
14 a plan for the creation and delivery of cultural competency training
15 for school board directors and superintendents. The training program
16 must also include the foundational elements of cultural competence,
17 focusing on multicultural education and principles of English
18 language acquisition, including information regarding best practices
19 to implement the tribal history and culture curriculum. The content
20 of the training must be aligned with the standards for cultural
21 competence developed by the professional educator standards board
22 under RCW 28A.410.270.

23

24 **Sec. 965.** RCW 28A.405.106 and 2012 c 35 s 5 are each amended to
25 read as follows:

26 (1) Subject to funds appropriated for this purpose, the office
27 of the superintendent of public instruction must develop and make

1 available a professional development program to support the
2 implementation of the evaluation systems required by RCW
3 28A.405.100. The program components may be organized into
4 professional development modules for principals, administrators, and
5 teachers. The professional development program shall include a
6 comprehensive online training package.

7 (2) The training program must include, but not be limited to,
8 the following topics:

9 (a) Introduction of the evaluation criteria for teachers and
10 principals and the four-level rating system;

11 (b) Orientation to and use of instructional frameworks;

12 (c) Orientation to and use of the leadership frameworks;

13 (d) Best practices in developing and using data in the
14 evaluation systems, including multiple measures, student growth
15 data, classroom observations, and other measures and evidence;

16 (e) Strategies for achieving maximum rater agreement;

17 (f) Evaluator feedback protocols in the evaluation systems;

18 (g) Examples of high quality teaching and leadership; and

19 (h) Methods to link the evaluation process to ongoing educator
20 professional development.

21 (3) The training program must also include the foundational
22 elements of cultural competence, focusing on multicultural education
23 and principles of English language acquisition, including
24 information regarding best practices to implement the tribal history
25 and culture curriculum. The content of the training must be aligned
26 with the standards for cultural competence developed by the
27 professional educator standards board under RCW 28A.410.270. The
28 office of the superintendent of public instruction, in consultation
29 with the professional educator standards board, the steering
30 committee established in RCW 28A.405.100, and the educational
31 opportunity gap oversight and accountability committee, must
32 integrate the content for cultural competence into the overall
33 training for principals, administrators, and teachers to support the
34 revised evaluation systems.

1 (4) To the maximum extent feasible, the professional development
2 program must incorporate or adapt existing online training or
3 curriculum, including securing materials or curriculum under
4 contract or purchase agreements within available funds. Multiple
5 modes of instruction should be incorporated including videos of
6 classroom teaching, participatory exercises, and other engaging
7 combinations of online audio, video, and print presentation.

8 ~~((4))~~ (5) The professional development program must be
9 developed in modules that allow:

10 (a) Access to material over a reasonable number of training
11 sessions;

12 (b) Delivery in person or online; and

13 (c) Use in a self-directed manner.

14 ~~((5))~~ (6) The office of the superintendent of public
15 instruction must maintain a web site that includes the online
16 professional development materials along with sample evaluation
17 forms and templates, links to relevant research on evaluation and on
18 high quality teaching and leadership, samples of contract and
19 collective bargaining language on key topics, examples of multiple
20 measures of teacher and principal performance, suggestions for data
21 to measure student growth, and other tools that will assist school
22 districts in implementing the revised evaluation systems.

23 ~~((6))~~ (7) The office of the superintendent of public
24 instruction must identify the number of in-service training hours
25 associated with each professional development module and develop a
26 way for users to document their completion of the training.
27 Documented completion of the training under this section is
28 considered approved in-service training for the purposes of RCW
29 28A.415.020.

30 ~~((7))~~ (8) The office of the superintendent of public
31 instruction shall periodically update the modules to reflect new
32 topics and research on performance evaluation so that the training
33 serves as an ongoing source of continuing education and professional
34 development.

1 (~~(8)~~) (9) The office of the superintendent of public
2 instruction shall work with the educational service districts to
3 provide clearinghouse services for the identification and
4 publication of professional development opportunities for teachers
5 and principals that align with performance evaluation criteria.

6
7 **Sec. 966.** RCW 28A.405.120 and 2012 c 35 s 2 are each amended to
8 read as follows:

9 (1) School districts shall require each administrator, each
10 principal, or other supervisory personnel who has responsibility for
11 evaluating classroom teachers or principals to have training in
12 evaluation procedures.

13 (2) Before school district implementation of the revised
14 evaluation systems required under RCW 28A.405.100, principals and
15 administrators who have evaluation responsibilities must engage in
16 professional development designed to implement the revised systems
17 and maximize rater agreement. The professional development to
18 support the revised evaluation systems must also include
19 foundational elements of cultural competence, focusing on
20 multicultural education and principles of English language
21 acquisition.

22
23 NEW SECTION. **Sec. 967.** A new section is added to chapter
24 28A.415 RCW to read as follows:

25 (1) The office of the superintendent of public instruction, in
26 collaboration with the educational opportunity gap oversight and
27 accountability committee, the professional educator standards board,
28 colleges of education, and representatives from diverse communities
29 and community-based organizations, must develop a content outline
30 for professional development and training in cultural competence for
31 school staff.

32 (2) The content of the cultural competence professional
33 development and training must be aligned with the standards
34 developed by the professional educator standards board under RCW

1 28A.410.270. The training program must also include the foundational
2 elements of cultural competence, focusing on multicultural education
3 and principles of English language acquisition, including
4 information regarding best practices to implement the tribal history
5 and culture curriculum.

6 (3) The cultural competence professional development and
7 training must contain components that are appropriate for classified
8 school staff and district administrators as well as certificated
9 instructional staff and principals at the building level. The
10 professional development and training must also contain components
11 suitable for delivery by individuals from the local community or
12 community-based organizations with appropriate expertise.

13 (4) The legislature encourages educational service districts and
14 school districts to use the cultural competence professional
15 development and training developed under this section and provide
16 opportunities for all school and school district staff to gain
17 knowledge and skills in cultural competence, including in
18 partnership with their local communities.

19

20 NEW SECTION. **Sec. 968.** A new section is added to chapter
21 28A.657 RCW to read as follows:

22 Required action districts as provided in RCW 28A.657.030, and
23 districts with schools that receive the federal school improvement
24 grant under the American recovery and reinvestment act of 2009, and
25 districts with schools identified by the superintendent of public
26 instruction as priority or focus are strongly encouraged to provide
27 the cultural competence professional development and training
28 developed under RCW 28A.405.106, 28A.405.120, and section 204 of
29 this act for classified, certificated instructional, and
30 administrative staff of the school. The professional development and
31 training may be delivered by an educational service district,
32 through district in-service, or by another qualified provider,
33 including in partnership with the local community.

34

1 NEW SECTION. **Sec. 969.** (1) The professional educator standards
2 board and the office of the superintendent of public instruction
3 shall convene a work group to revise and update the model framework
4 and curriculum, as well as the program of study, for high school
5 career and technical education courses related to careers in
6 education.

7 (2) The revised careers in education courses must incorporate:

8 (a) Standards for cultural competence developed by the
9 professional educator standards board under RCW 28A.410.270;

10 (b) The most recent competency standards established by the
11 professional educator standards board and new research on best
12 practices for educator preparation and development; and

13 (c) Curriculum and activities used by the recruiting Washington
14 teachers program under RCW 28A.415.370.

15 (3) The revisions must be completed before the 2016-17 school
16 year.

17 (4) This section expires September 1, 2017.

18

19 **Sec. 970.** RCW 28A.300.507 and 2009 c 548 s 203 are each amended
20 to read as follows:

21 (1) A K-12 data governance group shall be established within the
22 office of the superintendent of public instruction to assist in the
23 design and implementation of a K-12 education data improvement
24 system for financial, student, and educator data. It is the intent
25 that the data system reporting specifically serve requirements for
26 teachers, parents, superintendents, school boards, the office of the
27 superintendent of public instruction, the legislature, and the
28 public.

29 (2) The K-12 data governance group shall include representatives
30 of the education data center, the office of the superintendent of
31 public instruction, the legislative evaluation and accountability
32 program committee, the professional educator standards board, the
33 state board of education, and school district staff, including

34

1 information technology staff. Additional entities with expertise in
2 education data may be included in the K-12 data governance group.

3 (3) The K-12 data governance group shall:

4 (a) Identify the critical research and policy questions that
5 need to be addressed by the K-12 education data improvement system;

6 (b) Identify reports and other information that should be made
7 available on the internet in addition to the reports identified in
8 subsection (5) of this section;

9 (c) Create a comprehensive needs requirement document detailing
10 the specific information and technical capacity needed by school
11 districts and the state to meet the legislature's expectations for a
12 comprehensive K-12 education data improvement system as described
13 under RCW 28A.655.210;

14 (d) Conduct a gap analysis of current and planned information
15 compared to the needs requirement document, including an analysis of
16 the strengths and limitations of an education data system and
17 programs currently used by school districts and the state, and
18 specifically the gap analysis must look at the extent to which the
19 existing data can be transformed into canonical form and where
20 existing software can be used to meet the needs requirement
21 document;

22 (e) Focus on financial and cost data necessary to support the
23 new K-12 financial models and funding formulas, including any
24 necessary changes to school district budgeting and accounting, and
25 on assuring the capacity to link data across financial, student, and
26 educator systems; and

27 (f) Define the operating rules and governance structure for K-12
28 data collections, ensuring that data systems are flexible and able
29 to adapt to evolving needs for information, within an objective and
30 orderly data governance process for determining when changes are
31 needed and how to implement them. Strong consideration must be made
32 to the current practice and cost of migration to new requirements.
33 The operating rules should delineate the coordination, delegation,
34 and escalation authority for data collection issues, business rules,

1 and performance goals for each K-12 data collection system,
2 including:

3 (i) Defining and maintaining standards for privacy and
4 confidentiality;

5 (ii) Setting data collection priorities;

6 (iii) Defining and updating a standard data dictionary;

7 (iv) Ensuring data compliance with the data dictionary;

8 (v) Ensuring data accuracy; and

9 (vi) Establishing minimum standards for school, student,
10 financial, and teacher data systems. Data elements may be specified
11 "to the extent feasible" or "to the extent available" to collect
12 more and better data sets from districts with more flexible
13 software. Nothing in RCW 43.41.400, this section, or RCW 28A.655.210
14 should be construed to require that a data dictionary or reporting
15 should be hobbled to the lowest common set. The work of the K-12
16 data governance group must specify which data are desirable.
17 Districts that can meet these requirements shall report the
18 desirable data. Funding from the legislature must establish which
19 subset data are absolutely required.

20 (4)(a) The K-12 data governance group shall provide updates on
21 its work as requested by the education data center and the
22 legislative evaluation and accountability program committee.

23 (b) The work of the K-12 data governance group shall be
24 periodically reviewed and monitored by the educational data center
25 and the legislative evaluation and accountability program committee.

26 (5) To the extent data is available, the office of the
27 superintendent of public instruction shall make the following
28 minimum reports available on the internet. The reports must either
29 be run on demand against current data, or, if a static report, must
30 have been run against the most recent data:

31 (a) The percentage of data compliance and data accuracy by
32 school district;

33

34

1 (b) The magnitude of spending per student, by student estimated
2 by the following algorithm and reported as the detailed summation of
3 the following components:

4 (i) An approximate, prorated fraction of each teacher or human
5 resource element that directly serves the student. Each human
6 resource element must be listed or accessible through online
7 tunneling in the report;

8 (ii) An approximate, prorated fraction of classroom or building
9 costs used by the student;

10 (iii) An approximate, prorated fraction of transportation costs
11 used by the student; and

12 (iv) An approximate, prorated fraction of all other resources
13 within the district. District-wide components should be
14 disaggregated to the extent that it is sensible and economical;

15 (c) The cost of K-12 basic education, per student, by student,
16 by school district, estimated by the algorithm in (b) of this
17 subsection, and reported in the same manner as required in (b) of
18 this subsection;

19 (d) The cost of K-12 special education services per student, by
20 student receiving those services, by school district, estimated by
21 the algorithm in (b) of this subsection, and reported in the same
22 manner as required in (b) of this subsection;

23 (e) Improvement on the statewide assessments computed as both a
24 percentage change and absolute change on a scale score metric by
25 district, by school, and by teacher that can also be filtered by a
26 student's length of full-time enrollment within the school district;

27 (f) Number of K-12 students per classroom teacher on a per
28 teacher basis;

29 (g) Number of K-12 classroom teachers per student on a per
30 student basis;

31 (h) Percentage of a classroom teacher per student on a per
32 student basis; ((and))

33

34

1 (i) Percentage of classroom teachers per school district and per
2 school disaggregated as described in RCW 28A.300.042(1) for student-
3 level data;

4 (j) Average length of service of classroom teachers per school
5 district and per school disaggregated as described in RCW
6 28A.300.042(1) for student-level data; and

7 (k) The cost of K-12 education per student by school district
8 sorted by federal, state, and local dollars.

9 (6) The superintendent of public instruction shall submit a
10 preliminary report to the legislature by November 15, 2009,
11 including the analyses by the K-12 data governance group under
12 subsection (3) of this section and preliminary options for
13 addressing identified gaps. A final report, including a proposed
14 phase-in plan and preliminary cost estimates for implementation of a
15 comprehensive data improvement system for financial, student, and
16 educator data shall be submitted to the legislature by September 1,
17 2010.

18 (7) All reports and data referenced in this section and RCW
19 43.41.400 and 28A.655.210 shall be made available in a manner
20 consistent with the technical requirements of the legislative
21 evaluation and accountability program committee and the education
22 data center so that selected data can be provided to the
23 legislature, governor, school districts, and the public.

24 (8) Reports shall contain data to the extent it is available.
25 All reports must include documentation of which data are not
26 available or are estimated. Reports must not be suppressed because
27 of poor data accuracy or completeness. Reports may be accompanied
28 with documentation to inform the reader of why some data are missing
29 or inaccurate or estimated.

30
31
32

EFFECT:

- Requires the development of cultural competence training for

all school staff and encourages this training for all districts and specific schools.

- Expands a conditional scholarship program to include teachers seeking special education, bilingual education, and ELL endorsements.
- Requires a workgroup be established to revise high school-level career and technical education courses related to careers in education.
- Requires reporting of racial and ethnic data related to teachers and their average length of service.

Fiscal Impact: \$211,000

--- END ---