
HOUSE BILL 1345

State of Washington 64th Legislature 2015 Regular Session

By Representatives Lytton, Magendanz, and Bergquist

Read first time 01/19/15. Referred to Committee on Education.

1 AN ACT Relating to adopting a definition and standards of
2 professional learning; adding new sections to chapter 28A.300 RCW;
3 and creating a new section.

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

5 NEW SECTION. **Sec. 1.** (1) The legislature finds that effective
6 professional learning enables educators to acquire and apply the
7 knowledge, skills, practices, and dispositions needed to help
8 students learn and achieve at higher levels.

9 (2) The legislature further finds that a clear definition of
10 professional learning provides a foundational vision that sets the
11 course for how state, regional, and local education leaders support
12 educator professional learning in order to advance student learning.
13 A shared, statewide definition is a piece of critical infrastructure
14 to guide policy and investments in the content, structure, and
15 provision of the types of professional learning opportunities that
16 are associated with increased student performance. A definition of
17 professional learning is also an accountability measure to assure
18 that professional learning will have the highest possible return on
19 investment in terms of increased student performance.

20 (3) Therefore, the legislature intends to adopt a statewide
21 definition of effective professional learning. Each public school and

1 school district should establish targeted, sustained, relevant
2 professional learning opportunities that meet the definition and are
3 aligned to state and district goals.

4 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
5 RCW to read as follows:

6 (1) The term "professional learning" means a comprehensive,
7 sustained, job-embedded, and collaborative approach to improving
8 teachers' and principals' effectiveness in raising student
9 achievement. Professional learning fosters collective responsibility
10 for improved student performance and must comprise learning that is
11 aligned with student learning needs, educator development needs, and
12 school district, or state improvement goals. Professional learning
13 shall have as its primary focus the improvement of teachers' and
14 school leaders' effectiveness in assisting all students to meet the
15 state learning standards.

16 (2) Professional learning is an ongoing process that is
17 measurable by multiple indicators and includes learning experiences
18 that support the acquisition and transfer of learning, knowledge, and
19 skills into the classroom and daily practice.

20 (3) Professional learning shall incorporate differentiated,
21 coherent, sustained, and evidence-based strategies that improve
22 educator effectiveness and student achievement, including job-
23 embedded coaching or other forms of assistance to support educators'
24 transfer of new knowledge and skills into their practice.

25 (4) Professional learning should include the work of established
26 collaborative teams of teachers, school leaders, and other
27 administrative, instructional, and educational services staff
28 members, who commit to working together on an ongoing basis to
29 accomplish common goals and who are engaged in a continuous cycle of
30 professional improvement that is focused on:

31 (a) Identifying student and educator learning needs using
32 multiple sources of data;

33 (b) Defining a clear set of educator learning goals based on the
34 rigorous analysis of these multiple data sources and the collective
35 and personalized learning needs of teachers and administrators;

36 (c) Continuously assessing the effectiveness of the professional
37 learning in achieving identified learning goals, improving teaching,
38 and assisting all students in meeting state academic learning
39 standards through reflection, observation, and sustained support;

1 (d) Using formative and summative measures to assess the
2 effectiveness of professional learning in achieving educator learning
3 goals;

4 (e) Realizing the three primary purposes for professional
5 learning: (i) Individual improvement aligned with individual goals;
6 (ii) school and team improvement aligned with school and team
7 improvement; and (iii) program implementation aligned with state,
8 district, and school improvement goals and initiatives.

9 (5) Professional learning should be facilitated by well-prepared
10 school and district leaders who incorporate knowledge, skills, and
11 dispositions for leading professional learning of adults and meet the
12 standards described in section 3 of this act. These facilitators may
13 include but are not limited to: Curriculum specialists, central
14 office administrators, principals, coaches, mentors, master teachers,
15 and other teacher leaders.

16 (6) Principals should assist staff with alignment of professional
17 learning tied to curriculum, instruction, and state and local
18 learning goals and assessments.

19 (7) Professional learning may be supported by external expert
20 assistance or additional activities that will be held to the same
21 definition and standards as internally supported professional
22 learning, and that:

23 (a) Address defined student and educator learning goals;

24 (b) Include, but are not limited to, courses, workshops,
25 institutes, networks, studio residencies, virtual learning modules,
26 and conferences provided by for-profit and nonprofit entities outside
27 the school such as universities, educational service districts,
28 technical assistance providers, networks of content specialists, and
29 other education organizations and associations; and

30 (c) Advance ongoing school-based professional learning that
31 occurs throughout the year with opportunities for regular practice
32 and feedback while developing new skills.

33 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
34 RCW to read as follows:

35 Standards for professional learning provide guidance on the
36 preparation and delivery of high quality professional learning to
37 those responsible for planning, facilitating, and sponsoring
38 professional learning.

39 (1) Content standards. High quality professional learning:

- 1 (a) Includes clear goals and objectives relevant to desired
2 student outcomes; and
- 3 (b) Aligns with state, district, school, and educator goals or
4 priorities.
- 5 (2) Process standards. High quality professional learning:
- 6 (a) Is designed and based upon the analysis of data relevant to
7 the identified goals, objectives, and audience;
- 8 (b) Is assessed to determine that it is meeting the targeted
9 goals and objectives;
- 10 (c) Promotes collaboration among educators to encourage sharing
11 of ideas and working together to achieve the identified goals and
12 objectives;
- 13 (d) Advances an educator's ability to apply acquired knowledge
14 and skills from the professional learning to specific content; and
- 15 (e) Models good pedagogical practice and applies knowledge of
16 adult learning theory to engage educators.
- 17 (3) Context standards. High quality professional learning:
- 18 (a) Makes use of relevant resources to ensure the identified
19 goals and objectives are met;
- 20 (b) Is facilitated by a professional knowledgeable about the
21 identified objectives; and
- 22 (c) Is designed in such a way that sessions connect and build
23 upon each other to provide a coherent and useful learning experience
24 for educators.

25 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300
26 RCW to read as follows:

27 The definitions in this section apply throughout sections 2 and 3
28 of this act unless the context clearly requires otherwise.

29 (1) "Differentiated" means that professional learning experiences
30 are designed to meet the needs of individual educators based on
31 multiple sources of data such as professional growth plans,
32 observations, and student growth data.

33 (2) "Job-embedded" means a sustained series of activities such as
34 workshops and coaching occurring throughout the year that is
35 delivered within the context of an educator's instructional
36 assignments, including both subject and grade level, to support the
37 educator's acquisition and application of the knowledge and skills.

38 (3) "Student outcomes" refers to two broad categories of student
39 measures: Academic measures and nonacademic measures. Academic

1 measures refer to student learning, growth, and
2 achievement. Nonacademic measures are indicators such as health,
3 behavioral, or socioemotional factors that support student learning.

4 (4) "Sustained" means ongoing professional learning supported
5 throughout the school year occurring several times within and across
6 school years.

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