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HOUSE BILL 1770

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State of Washington

64th Legislature

2015 Regular Session

By Representatives Bergquist, Magendanz, Pollet, Lytton, Muri, and Goodman; by request of Professional Educator Standards Board

Read first time 01/28/15. Referred to Committee on Education.

1 AN ACT Relating to changing explicit alternative routes to  
2 teacher certification program requirements to expectations for  
3 program outcomes; amending RCW 28A.660.020 and 28A.660.035; and  
4 repealing RCW 28A.660.040.

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

6 **Sec. 1.** RCW 28A.660.020 and 2010 c 235 s 503 are each amended to  
7 read as follows:

8 (1) The professional educator standards board shall transition  
9 the alternative route partnership grant program from a separate  
10 competitive grant program to a preparation program model to be  
11 expanded among approved preparation program providers. Alternative  
12 routes are partnerships between professional educator standards  
13 board-approved preparation programs, Washington school districts, and  
14 other partners as appropriate. Program design of alternative route  
15 programs shall continue to evolve over time to reflect innovations  
16 and improvements in educator preparation. The professional educator  
17 standards board must construct rules that address the competitive  
18 grant process and eligibility for scholarships in addition to program  
19 design.

20 (2) (~~Each prospective teacher preparation program provider, in~~  
21 ~~cooperation with a Washington school district or consortia of school~~

1 ~~districts applying to operate [an] alternative route certification~~  
2 ~~program shall include in its proposal to the Washington professional~~  
3 ~~educator standards board:~~

4 ~~(a) The route or routes the partnership program intends to offer~~  
5 ~~and a detailed description of how the routes will be structured and~~  
6 ~~operated by the partnership;~~

7 ~~(b) The estimated number of candidates that will be enrolled per~~  
8 ~~route;~~

9 ~~(c) An identification, indication of commitment, and description~~  
10 ~~of the role of approved teacher preparation programs and partnering~~  
11 ~~district or consortia of districts;~~

12 ~~(d) An assurance that the district or approved preparation~~  
13 ~~program provider will provide adequate training for mentor teachers~~  
14 ~~specific to the mentoring of alternative route candidates;~~

15 ~~(e) An assurance that significant time will be provided for~~  
16 ~~mentor teachers to spend with the alternative route teacher~~  
17 ~~candidates throughout the internship. Partnerships must provide each~~  
18 ~~candidate with intensive classroom mentoring until such time as the~~  
19 ~~candidate demonstrates the competency necessary to manage the~~  
20 ~~classroom with less intensive supervision and guidance from a mentor;~~

21 ~~(f) A description of the rigorous screening process for~~  
22 ~~applicants to alternative route programs, including entry~~  
23 ~~requirements specific to each route, as provided in RCW 28A.660.040;~~

24 ~~(g) A summary of procedures that provide flexible completion~~  
25 ~~opportunities for candidates to achieve a residency certificate; and~~

26 ~~(h) The design and use of a teacher development plan for each~~  
27 ~~candidate. The plan shall specify the alternative route coursework~~  
28 ~~and training required of each candidate and shall be developed by~~  
29 ~~comparing the candidate's prior experience and coursework with the~~  
30 ~~state's new performance-based standards for residency certification~~  
31 ~~and adjusting any requirements accordingly. The plan may include the~~  
32 ~~following components:~~

33 ~~(i) A minimum of one half of a school year, and an additional~~  
34 ~~significant amount of time if necessary, of intensive mentorship~~  
35 ~~during field experience, starting with full-time mentoring and~~  
36 ~~progressing to increasingly less intensive monitoring and assistance~~  
37 ~~as the intern demonstrates the skills necessary to take over the~~  
38 ~~classroom with less intensive support. Before the supervision is~~  
39 ~~diminished, the mentor of the teacher candidate at the school and the~~  
40 ~~supervisor of the teacher candidate from the teacher preparation~~

1 ~~program must both agree that the teacher candidate is ready to manage~~  
2 ~~the classroom with less intensive supervision;~~

3 ~~(ii) Identification of performance indicators based on the~~  
4 ~~knowledge and skills standards required for residency certification~~  
5 ~~by the Washington professional educator standards board;~~

6 ~~(iii) Identification of benchmarks that will indicate when the~~  
7 ~~standard is met for all performance indicators;~~

8 ~~(iv) A description of strategies for assessing candidate~~  
9 ~~performance on the benchmarks;~~

10 ~~(v) Identification of one or more tools to be used to assess a~~  
11 ~~candidate's performance once the candidate has been in the classroom~~  
12 ~~for about one-half of a school year;~~

13 ~~(vi) A description of the criteria that would result in residency~~  
14 ~~certification after about one-half of a school year but before the~~  
15 ~~end of the program; and~~

16 ~~(vii) A description of how the district intends for the~~  
17 ~~alternative route program to support its workforce development plan~~  
18 ~~and how the presence of alternative route interns will advance its~~  
19 ~~school improvement plans.~~

20 (3)) As provided in RCW 28A.410.210, it is the duty of the  
21 professional educator standards board to establish policies for the  
22 approval of nontraditional preparation programs and to provide  
23 oversight and accountability related to the quality of these  
24 programs. In establishing and amending rules for alternative route  
25 programs, the professional educator standards board shall:

26 (a) Uphold criteria for alternative route program design that is  
27 innovative and reflects evidence-based practice;

28 (b) Ensure that approved partnerships reflect district engagement  
29 in their resident alternative route program as an integral part of  
30 their future workforce development, as well as school and student  
31 learning improvement strategies;

32 (c) Amend or adopt rules issuing preservice residents  
33 certification necessary to serve as substitute teachers in classrooms  
34 within the residency school for up to ten days per school year;

35 (d) Continue to prioritize program designs tailored to the needs  
36 of experienced paraeducators and candidates of high academic  
37 attainment in the subject area they intend to teach. In doing so the  
38 program designs must take into account school district demand for  
39 certain teacher credentials;

1 (e) Expand access and opportunity for individuals to become  
2 teachers statewide; and

3 (f) Give preference in admissions to applicants for alternative  
4 route programs who are eligible veterans or national guard members  
5 and who meet the entry requirements for the alternative route  
6 program.

7 (3) Beginning December 1, 2015, and each odd-numbered year  
8 thereafter, the professional educator standards board shall report to  
9 the education committees of the house of representatives and the  
10 senate the following outcomes as indicators that alternative route  
11 programs are meeting legislative intent through the regulation and  
12 oversight of the professional educator standards board. In  
13 considering administrative rules for, and reporting outcomes of,  
14 alternative route programs, the professional educator standards board  
15 shall examine the historical record of the data, reporting on:

16 (a) The number and percentage of alternative route completers  
17 hired;

18 (b) The percentage of alternative route completers from  
19 underrepresented populations;

20 (c) Three-year and five-year retention rates of alternative route  
21 completers;

22 (d) The average hiring dates of alternative route completers; and

23 (e) The percentage of alternative route completers hired in  
24 districts where their alternative route program was completed.

25 (4) To the extent funds are appropriated for this purpose,  
26 alternative route programs may apply for program funds to pay  
27 stipends to trained mentor teachers of interns during the mentored  
28 internship. The per intern amount of mentor stipend provided by state  
29 funds shall not exceed five hundred dollars.

30 **Sec. 2.** RCW 28A.660.035 and 2009 c 468 s 6 are each amended to  
31 read as follows:

32 The office of the superintendent of public instruction shall  
33 identify school districts that have the most significant achievement  
34 gaps among subgroups of students and for large numbers of those  
35 students, and districts that should receive priority for assistance  
36 in advancing cultural competency skills in their workforce. The  
37 professional educator standards board shall provide assistance to the  
38 identified school districts to develop partnership grant programs  
39 between the districts and teacher preparation programs to provide

1 ((~~one or more of the four~~)) alternative route programs under RCW  
2 ((~~28A.660.040~~)) 28A.660.020 and to recruit paraeducators and other  
3 individuals in the local community to become certified as teachers.  
4 ((A)) An alternative route partnership (~~grant~~) program proposed by  
5 an identified school district shall receive priority eligibility for  
6 partnership grants under RCW 28A.660.020. To the maximum extent  
7 possible, the board shall coordinate the recruiting Washington  
8 teachers program under RCW 28A.415.370 with the alternative route  
9 programs under this section.

10 NEW SECTION. **Sec. 3.** RCW 28A.660.040 (Alternative route  
11 programs) and 2010 c 235 s 504 are each repealed.

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