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**SUBSTITUTE HOUSE BILL 2382**

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**State of Washington                      64th Legislature                      2016 Regular Session**

**By** House Education (originally sponsored by Representatives Magendanz, Muri, Stambaugh, Caldier, Stokesbary, Hargrove, and Pollet)

READ FIRST TIME 02/01/16.

1            AN ACT Relating to increasing recruitment and retention of  
2 teachers in alternate route programs; amending RCW 28A.415.265;  
3 creating new sections; and providing expiration dates.

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

5            NEW SECTION.    **Sec. 1.**    INTENT. (1) The legislature finds that  
6 recruiting and retaining highly qualified teachers is necessary for  
7 providing Washington students the opportunity to obtain a world class  
8 basic education. The legislature finds that many factors have  
9 impacted the teacher shortage including the economic downturn, high  
10 new teacher attrition, high rates of retirement, K-3 class size  
11 reduction, and fewer teacher candidates entering the profession. In  
12 the past five years, the professional educator standards board  
13 reported a two hundred fifty percent increase in demand for new  
14 teachers.

15            (2) It is the intent of the legislature to promote alternate  
16 routes to teacher certification as the first step to a desirable and  
17 meaningful career in teaching. It is also the intent of the  
18 legislature to remove barriers to entering the teaching profession  
19 and obtaining certification. It is additionally the intent of the  
20 legislature to support alternate route teacher candidates during the  
21 certification process.

1 (3) The legislature finds that districts must coordinate with  
2 universities and colleges to provide quality programs and support for  
3 alternate route teacher candidates. Highly qualified candidates will  
4 have difficulty seeking employment at districts that do not engage in  
5 alternate route programs. It is the intent of the legislature to  
6 strengthen and encourage the coordination between Washington state  
7 colleges and universities and local school districts. The legislature  
8 also intends to encourage colleges and universities to seek  
9 professional educator standards board approval for alternate route  
10 programs and implement these programs.

11 (4) Finally, the legislature intends to improve retention of  
12 alternate route teacher candidates by expanding mentoring programs to  
13 increase competence and professional support.

14 NEW SECTION. **Sec. 2.** AWARENESS CAMPAIGN. (1) The workforce  
15 training and education coordinating board, in collaboration with the  
16 professional educator standards board, shall work with the student  
17 achievement council, the office of the superintendent of public  
18 instruction, school districts, educational service districts, the  
19 state board for community and technical colleges, the institutions of  
20 higher education, major employers, and other parties to develop and  
21 disseminate information designed to increase recruitment into  
22 approved residency teacher preparation programs at public and private  
23 institutions of higher education and alternate route teacher  
24 certification programs. The information must be disseminated  
25 statewide through the workforce training and education coordinating  
26 board and other existing channels.

27 (2) This section expires July 1, 2019.

28 NEW SECTION. **Sec. 3.** ADDRESSING BARRIERS. (1) The professional  
29 educator standards board shall coordinate meetings between the school  
30 districts that do not have approved alternate route teacher  
31 certification programs and the nearest public or private institution  
32 of higher education with a professional educator standards board-  
33 approved teacher preparation program. The purpose of the meetings is  
34 to determine whether the districts and institutions can partner to  
35 apply to the professional educator standards board to operate an  
36 alternate route teacher certification program.

37 (2) All professional educator standards board-approved residency  
38 teacher preparation programs at institutions of higher education as

1 defined in RCW 28B.10.016 not currently a partner in an alternative  
2 route program must seek approval from the professional educator  
3 standards board to offer an alternate route program by submitting the  
4 proposal developed under RCW 28A.410.290, or an updated version of  
5 the proposal, by September 1, 2016. If approved, the institution of  
6 higher education must implement an alternate route program according  
7 to a timeline suggested by the professional educator standards board.

8 (3) This section expires July 1, 2017.

9 **Sec. 4.** RCW 28A.415.265 and 2013 2nd sp.s. c 18 s 401 are each  
10 amended to read as follows:

11 (1)(a) The educator support program is established to provide  
12 professional development and mentor support for beginning educators,  
13 candidates in alternate route teacher programs under RCW 28A.660.040,  
14 and educators on probation under RCW 28A.405.100, to be composed of  
15 the beginning educator support team for beginning educators and  
16 continuous improvement coaching for educators on probation, as  
17 provided in this section.

18 (b) The superintendent of public instruction shall notify school  
19 districts about the educator support program and encourage districts  
20 to apply for program funds.

21 (2)(a) Subject to funds appropriated for this specific purpose,  
22 the office of the superintendent of public instruction shall allocate  
23 funds for the beginning educator support team on a competitive basis  
24 to individual school districts or consortia of districts. School  
25 districts are encouraged to include educational service districts in  
26 creating regional consortia. In allocating funds, the office of the  
27 superintendent of public instruction shall give priority to school  
28 districts with low-performing schools identified under RCW  
29 28A.657.020 as being challenged schools in need of improvement. A  
30 portion of the appropriated funds may be used for program  
31 coordination and provision of statewide or regional professional  
32 development through the office of the superintendent of public  
33 instruction.

34 (b) A beginning educator support team must include the following  
35 components:

36 (i) A paid orientation or individualized assistance before the  
37 start of the school year for beginning educators;

38 (ii) Assignment of a trained and qualified mentor for the first  
39 three years for beginning educators, with intensive support in the

1 first year and decreasing support over the following years depending  
2 on the needs of the beginning educator;

3 (iii) Professional development for beginning educators that is  
4 designed to meet their unique needs for supplemental training and  
5 skill development;

6 (iv) Professional development for mentors;

7 (v) Release time for mentors and their designated educators to  
8 work together, as well as time for educators to observe accomplished  
9 peers; and

10 (vi) A program evaluation using a standard evaluation tool  
11 provided from the office of the superintendent of public instruction  
12 that measures increased knowledge, skills, and positive impact on  
13 student learning for program participants.

14 (3) Subject to funds separately appropriated for this specific  
15 purpose, the beginning educator support team components under  
16 subsection (2) of this section may be provided for continuous  
17 improvement coaching to support educators on probation under RCW  
18 28A.405.100.

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