

E2SHB 1139 - S COMM AMD

By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/15/2019

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

3 "NEW SECTION. **Sec. 1.** FINDINGS—INTENT. (1) The legislature
4 finds that discrete efforts are being made at state and local levels
5 to address the educator shortage, but these efforts need to be
6 streamlined and performed in concert, in order to enhance the effect
7 of these recruitment and retention strategies.

8 (2) The legislature also reaffirms that excellent, effective
9 educators and educator leaders are essential to the state's ongoing
10 efforts to establish a world-class, globally competitive education
11 system. As acknowledged in Engrossed Substitute House Bill No. 2261
12 (chapter 548, Laws of 2009), "Teachers, principals, and
13 administrators must be provided with access to the opportunities they
14 need to gain the knowledge and skills that will enable them to be
15 increasingly successful in their classroom and schools. A system that
16 clearly defines, supports, measures, and recognizes effective
17 teaching and leadership is one of the most important investments to
18 be made."

19 (3) Therefore, the legislature intends to seize the challenges
20 presented by the educator workforce shortage in Washington to build
21 the capacity of the education system to attract, retain, support, and
22 sustain successful educators through:

- 23 (a) Intentional recruitment strategies;
- 24 (b) Expanding educator training programs;
- 25 (c) Focused financial incentives, assistance, and supports;
- 26 (d) Responsive and responsible retention strategies; and
- 27 (e) Deeper systems evaluation.

28 **PART I**

29 **RECRUITMENT—CHARACTERISTICS OF INDIVIDUALS**

1 (2) An educational service district may employ a person whose
2 duties are to provide to local school districts the following
3 services related to educator recruitment:

4 (a) Serve as a liaison between local school districts and
5 educator preparation programs, between their region and other regions
6 in the state, and between the local school districts and agencies
7 that may be helpful in educator recruitment efforts, including the
8 office of the superintendent of public instruction, the Washington
9 professional educator standards board, the paraeducator board, the
10 student achievement council, the state board for community and
11 technical colleges, the state department of veterans affairs, the
12 state military department, and the workforce training and education
13 coordinating board;

14 (b) Encourage and support local school districts to develop or
15 expand a recruiting Washington teachers program under RCW
16 28A.415.370, a career and technical education careers in education
17 program, or an alternative route teacher certification program under
18 chapter 28A.660 RCW;

19 (c) Provide outreach to community members who may be interested
20 in becoming educators, including high school and college students,
21 subject matter experts, and former military personnel and their
22 spouses;

23 (d) Support persons interested in becoming educators by providing
24 resources and assistance with navigating transition points on the
25 path to a career in education; and

26 (e) Provide resources and technical assistance to local school
27 districts on best hiring processes and practices.

28 (3) A person employed to provide the services described in
29 subsection (2) of this section must be reflective of, and have an
30 understanding of, the local community.

31 NEW SECTION. **Sec. 103.** A new section is added to chapter
32 28A.630 RCW to read as follows:

33 (1)(a) Subject to the availability of amounts appropriated for
34 this specific purpose, the office of the superintendent of public
35 instruction must administer the regional educator recruitment
36 program. Grant awards of up to one hundred thousand dollars each must
37 be awarded to the three educational service districts whose school
38 districts have the least access to alternative route teacher
39 certification programs under chapter 28A.660 RCW.

1 (b) Beginning September 1, 2019, the educational service
2 districts in the program must employ a person with the duties and
3 characteristics specified in section 102 of this act. The educational
4 service districts in the program must collaborate with the office of
5 the superintendent of public instruction and the Washington
6 association of educational service districts to prepare the report
7 required in (c) of this subsection.

8 (c) By December 1, 2021, and in compliance with RCW 43.01.036,
9 the office of the superintendent of public instruction, in
10 collaboration with the Washington association of educational service
11 districts, must evaluate the program and submit a report to the
12 appropriate committees of the legislature. At a minimum, the report
13 must: Summarize the activities of the educational service districts
14 in the program with regard to educator recruitment, including the
15 activities described in section 102 of this act, in comparison to the
16 educator recruitment activities of the educational service districts
17 not participating in the program; include any relevant outcome data
18 that is available; and recommend whether the program should be
19 modified, expanded to all educational service districts, or
20 discontinued.

21 (2) This section expires July 1, 2022.

22 STUDENTS

23 **Sec. 104.** RCW 28A.415.370 and 2007 c 402 s 10 are each amended
24 to read as follows:

25 HIGH SCHOOL STUDENTS—THROUGH THE RECRUITING WASHINGTON TEACHERS
26 PROGRAM. (1)(a) The recruiting Washington teachers program is
27 established to recruit and provide training and support for high
28 school students to enter the ((teaching profession)) field of
29 education, especially in ((teacher)) shortage areas ((and among
30 underrepresented groups and multilingual, multicultural students)).
31 The program shall be administered by the Washington professional
32 educator standards board.

33 (b) As used in this section, "shortage area" has the definition
34 in RCW 28B.102.020.

35 (2) The program shall consist of the following components:

36 (a) Targeted recruitment of diverse high school students((~~r~~))
37 including, but not limited to, students from underrepresented groups
38 and multilingual, multicultural students in grades nine through

1 twelve, through outreach and communication strategies. The focus of
2 recruitment efforts shall be on encouraging students to consider and
3 explore (~~becoming future teachers in mathematics, science, bilingual~~
4 ~~education, special education, and English as a second language.~~
5 ~~Program enrollment is not limited to students from underrepresented~~
6 ~~groups or multilingual, multicultural students~~) careers in the field
7 of education;

8 (b) A high school curriculum that: Provides future (~~teachers~~)
9 educators with opportunities to observe classroom instruction at all
10 grade levels; includes preteaching internships at all grade levels
11 with a focus on shortage areas; and covers such topics as lesson
12 planning, learning styles, student learning data and information,
13 (~~the achievement gap~~) academic disparities among student subgroups,
14 cultural competency, college success and workforce skills, and
15 education policy;

16 (c) Academic and community support services (~~for students~~) to
17 help (~~them~~) students overcome possible barriers to becoming future
18 (~~teachers~~) educators, such as supplemental tutoring; advising on
19 college readiness and college course selection, college applications,
20 and financial aid processes and financial education opportunities;
21 and mentoring. Support services for program participants may continue
22 from high school through the first two years of college; and

23 (d) Future (~~teacher~~) educator camps held on college campuses
24 where high school students can: Acclimate to the campus, resources,
25 and culture; attend workshops; and interact with college faculty,
26 teacher candidates, and (~~current~~) certificated teachers.

27 (3) As part of its administration of the program, the Washington
28 professional educator standards board shall:

29 (a) Develop the curriculum and program guidelines in consultation
30 with an advisory group of teachers, representatives of teacher
31 preparation programs, teacher candidates, high school students, and
32 representatives of diverse communities;

33 (b) Subject to (~~funds~~) the availability of amounts appropriated
34 for this specific purpose, allocate grant funds through a competitive
35 process to partnerships of high schools, teacher preparation
36 programs, and community-based organizations to design and deliver
37 programs that include the components under subsection (2) of this
38 section. The board must prioritize grants to partnerships that also
39 have a running start program under chapter 28A.600 RCW; and

1 (c) Conduct ~~((a))~~ periodic evaluations of the effectiveness of
2 current strategies and programs for recruiting ~~((teachers))~~
3 educators, especially multilingual, multicultural ~~((teachers))~~
4 educators, in Washington and in other states. The board shall use the
5 findings from the evaluation to revise the recruiting Washington
6 teachers program as necessary and make other recommendations to
7 teacher preparation programs or the legislature.

8 **Sec. 105.** RCW 28A.180.120 and 2017 c 236 s 4 are each amended to
9 read as follows:

10 ~~((In 2017, funds must be appropriated for the purposes in this
11 section.))~~

12 (1) The Washington professional educator standards board,
13 beginning in the 2017-2019 biennium, shall administer the bilingual
14 educator initiative, which is a long-term program to recruit,
15 prepare, and mentor bilingual high school students to become future
16 bilingual teachers and counselors.

17 (2) Subject to the availability of amounts appropriated for this
18 specific purpose, pilot projects must be implemented in one or two
19 school districts east of the crest of the Cascade mountains and one
20 or two school districts west of the crest of the Cascade mountains,
21 where immigrant students are shown to be rapidly increasing.
22 Districts selected by the Washington professional educator standards
23 board must partner with at least one two-year and one four-year
24 college in planning and implementing the program. The Washington
25 professional educator standards board shall provide oversight.

26 (3) Participating school districts must implement programs,
27 including: (a) An outreach plan that exposes the program to middle
28 school students and recruits them to enroll in the program when they
29 begin their ninth grade of high school; (b) activities in ninth and
30 tenth grades that help build student agency, such as self-confidence
31 and awareness, while helping students to develop academic mind-sets
32 needed for high school and college success; the value and benefits of
33 teaching and counseling as careers; and introduction to leadership,
34 civic engagement, and community service; (c) credit-bearing curricula
35 in grades eleven and twelve that include mentoring, shadowing, best
36 practices in teaching in a multicultural world, efficacy and practice
37 of dual language instruction, social and emotional learning, enhanced
38 leadership, civic engagement, and community service activities.

1 (4) There must be a pipeline to college using two-year and four-
2 year college faculty and consisting of continuation services for
3 program participants, such as advising, tutoring, mentoring,
4 financial assistance, and leadership.

5 (5) High school and college teachers and counselors must be
6 recruited and compensated to serve as mentors and trainers for
7 participating students.

8 (6) After obtaining a high school diploma, students qualify to
9 receive conditional loans to cover the full cost of college tuition,
10 fees, and books. To qualify for funds, students must meet program
11 requirements as developed by their local implementation team, which
12 consists of staff from their school district and the partnering two-
13 year and four-year college faculty.

14 (7) In order to avoid loan repayment, students must (a) earn
15 their baccalaureate degree and certification needed to serve as a
16 teacher or professional guidance counselor; and (b) teach or serve as
17 a counselor in their educational service district region for at least
18 five years. Students who do not meet the repayment terms in this
19 subsection are subject to repaying all or part of the financial aid
20 they receive for college unless students are recipients of funding
21 provided through programs such as the state need grant program or the
22 college bound scholarship program.

23 (8) Grantees must work with the Washington professional educator
24 standards board to draft the report required in section 6, chapter
25 236, Laws of 2017.

26 (9) The Washington professional educator standards board must use
27 the findings from the evaluation conducted under RCW 28A.415.370 to
28 revise the bilingual educator initiative as necessary.

29 (10) The Washington professional educator standards board may
30 adopt rules to implement this section.

31 CAREER CHANGERS

32 **Sec. 106.** RCW 28A.660.020 and 2017 c 14 s 1 are each amended to
33 read as follows:

34 SUBJECT MATTER EXPERTS—THROUGH ALTERNATIVE ROUTES. (1) ((The
35 professional educator standards board shall transition the
36 alternative route partnership grant program from a separate
37 competitive grant program to a preparation program model to be
38 expanded among approved preparation program providers.)) (a)

1 Alternative route(~~s~~) programs are partnerships between Washington
2 professional educator standards board-approved preparation programs,
3 Washington school districts, and other partners as appropriate.
4 Program design of alternative route programs (~~shall continue to~~)
5 must evolve over time to reflect innovations and improvements in
6 educator preparation.

7 (b) The Washington professional educator standards board must
8 construct rules that address the competitive grant process and
9 program design.

10 (2) As provided in RCW 28A.410.210, it is the duty of the
11 Washington professional educator standards board to establish
12 policies for the approval of nontraditional preparation programs and
13 to provide oversight and accountability related to the quality of
14 these programs. In establishing and amending rules for alternative
15 route programs, the Washington professional educator standards board
16 shall:

17 (a) Uphold design criteria for alternative route programs
18 (~~design~~) that (~~is~~) are innovative and reflect(~~s~~) evidence-based
19 practice;

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

24 (~~Amend or adopt rules issuing preservice residents~~
25 ~~certification~~) Issue certificates necessary for student teachers to
26 serve as substitute teachers in classrooms within the residency
27 school for up to ten days per school year;

28 (~~Continue to~~) Prioritize program designs tailored to the
29 needs of experienced paraeducators and candidates of high academic
30 attainment in, or with occupational industry experience relevant to,
31 the subject area they intend to teach. In doing so the program
32 designs must take into account school district demand for certain
33 teacher credentials;

34 (e) Expand access and opportunity for individuals to become
35 teachers statewide; and

36 (f) Give preference in admissions to applicants for alternative
37 route programs who are eligible veterans or national guard members
38 and who meet the entry requirements for the alternative route
39 program.

1 (3) Beginning December 1, 2017, and by December 1st each odd-
2 numbered year thereafter, the Washington professional educator
3 standards board shall report to the education committees of the house
4 of representatives and the senate the following outcomes as
5 indicators that alternative route programs are meeting legislative
6 intent through the regulation and oversight of the Washington
7 professional educator standards board. In considering administrative
8 rules for, and reporting outcomes of, alternative route programs, the
9 Washington professional educator standards board shall examine the
10 ~~((historical record of the data, reporting on))~~ following data on
11 alternative route program participants:

12 (a) The number and percentage ~~((of alternative route completers))~~
13 hired as certificated teachers;

14 (b) The percentage ~~((of alternative route completers))~~ from
15 underrepresented populations;

16 (c) Three-year and five-year retention rates of ~~((alternative~~
17 ~~route completers))~~ participants hired as certificated teachers;

18 (d) The average hiring dates ~~((of alternative route completers));~~
19 and

20 (e) The percentage ~~((of alternative route completers))~~ hired
21 ~~((in))~~ by districts ~~((where))~~ in which the participants completed
22 their alternative route programs ~~((was completed)).~~

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

29 **Sec. 107.** RCW 28A.660.035 and 2017 c 14 s 2 are each amended to
30 read as follows:

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

1 preparation programs to provide alternative route programs under RCW
2 28A.660.020 and to recruit paraeducators and other (~~individuals~~)
3 persons in the local community to become (~~certified~~) certificated
4 as teachers. An alternative route partnership program proposed by an
5 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 partnership programs under this section.

10 NEW SECTION. **Sec. 108.** MILITARY PERSONNEL AND THEIR SPOUSES—
11 REVIEW BARRIERS TO RECRUITMENT. (1) The Washington professional
12 educator standards board shall convene a work group to examine and
13 make recommendations on recruitment of military personnel and their
14 spouses into educator positions within the school districts. For the
15 purpose of this section, "educator" means a paraeducator, teacher,
16 principal, administrator, superintendent, school counselor, school
17 psychologist, school social worker, school nurse, school physical
18 therapist, school occupational therapist, or school speech-language
19 pathologist or audiologist.

20 (2) The members of the work group must include representatives
21 from the office of the superintendent of public instruction, the
22 state department of veterans affairs, the state military department,
23 the United States department of defense, educator preparation
24 programs, and state educator associations, and a superintendent from
25 a school district in the vicinity of a military installation.

26 (3) The work group must review the barriers that exist to former
27 military personnel becoming educators in Washington, including
28 obtaining academic credit for prior learning and financial need.

29 (4) Staff support for the work group must be provided by the
30 Washington professional educator standards board.

31 (5) By December 1, 2019, and in compliance with RCW 43.01.036,
32 the work group shall report its findings and recommendations to the
33 appropriate committees of the legislature.

34 (6) This section expires July 1, 2020.

35 NEW SECTION. **Sec. 109.** A new section is added to chapter
36 28A.630 RCW to read as follows:

37 EDUCATIONAL SERVICE DISTRICT ALTERNATIVE ROUTE PILOT PROGRAM.

38 (1)(a) Subject to the availability of amounts appropriated for this

1 specific purpose, the Washington professional educator standards
2 board shall distribute grants to an educational service district that
3 volunteers to pilot an alternative route teacher certification
4 program, under chapter 28A.660 RCW. The purpose of the grant is to
5 provide financial assistance to teacher candidates enrolled in the
6 educational service district's alternative route teacher
7 certification program with the intent to pursue an initial teacher
8 certificate. The Washington professional educator standards board
9 must provide a grant sufficient to provide up to five thousand
10 dollars of financial assistance for up to twenty teacher candidates
11 in the 2019-20 school year and for up to thirty teacher candidates in
12 the 2020-21 school year.

13 (b) In piloting the program, the educational service district
14 must:

15 (i) Engage retired or practicing teachers and administrators who
16 are knowledgeable and experienced classroom teachers to inform the
17 development and curriculum of the program;

18 (ii) Provide extended support and mentoring through the first
19 three years of a teacher's career, using the components of the
20 beginning educator support team, under RCW 28A.415.265;

21 (iii) Support school districts in developing school staff and
22 community members to become teachers, so that the district's teachers
23 better reflect the region's demographics, values, and interests; and

24 (iv) Provide opportunities for classified staff to become
25 teachers.

26 (2) By November 1, 2024, the volunteer educational service
27 district must report to the Washington professional educator
28 standards board with the outcomes of the pilot and any
29 recommendations for implementing alternative route teacher
30 certification programs in other educational service districts. The
31 report must include the following data: (a) The number of teacher
32 candidates applying for, and completing, the alternative route
33 teacher certification program; (b) the number of program completers
34 who are hired as teachers, both in the educational service district
35 and elsewhere in the state; and (c) the retention of teachers in the
36 educational service district before and after implementation of the
37 pilot. The data must be disaggregated by race and ethnicity, gender,
38 type of endorsement, and school. The report must also include
39 feedback from school principals and teachers in the local school

1 districts on the quality of the teacher candidates they worked with
2 during the pilot.

3 (3) By December 1, 2024, and in compliance with RCW 43.01.036,
4 the Washington professional educator standards board must submit the
5 educational service district's report, required under subsection (2)
6 of this section, to the appropriate committees of the legislature,
7 with recommendations for whether the pilot program should be
8 expanded, modified, or terminated.

9 (4) This section expires August 1, 2025.

10 **PART II**

11 **FINANCIAL INCENTIVES, ASSISTANCE, AND SUPPORTS**

12 NEW SECTION. **Sec. 201.** FINDINGS—INTENT. (1) The legislature
13 finds that financial incentives, assistance, and supports are
14 essential to recruit and retain persons into educator positions
15 within the public common school system. In order to have the most
16 impact, these incentives, assistance, and supports must be related
17 explicitly and directly to the legislature's objectives for
18 recruiting and retaining an educator workforce that will best serve
19 diverse student populations, as well as meet the state's short-term
20 and long-term educator workforce needs.

21 (2) Therefore, the legislature intends to:

22 (a) Promote effective incentives, assistance, and supports;

23 (b) Remove barriers and disincentives; and

24 (c) Enhance and encourage capacity-building for and coordination
25 between educator preparation programs and the public common school
26 system, especially in underserved areas.

27 (3) The legislature finds that conditional scholarship and loan
28 repayment programs are effective tools to attract persons into the
29 profession of education and to encourage future teachers to seek
30 certifications in shortage areas. Therefore, the legislature intends
31 to utilize conditional scholarships to recruit candidates to meet
32 targeted needs in education and to assist with keeping new educators
33 in the profession during the early years of their career. The
34 legislature recognizes that the state need grant does not meet the
35 needs of many qualified students, so conditional scholarships are
36 intended to be provided in a "last dollar in" model. The legislature
37 also intends for loan repayment programs to help retain certificated
38 educators who are already working in the public common schools.

1 (4) The legislature finds that the location and characteristics
2 of a student teacher's field placement are strong predictors of where
3 the teacher takes his or her first job. Therefore, the legislature
4 intends to encourage the appropriate placement of student teachers,
5 especially in high-need subject and geographic areas. In addition,
6 the legislature intends to continue providing grants for student
7 teachers at Title I public common schools.

8 FIELD PLACEMENTS

9 **Sec. 202.** RCW 28B.10.033 and 2016 c 233 s 10 are each amended to
10 read as follows:

11 FIELD PLACEMENT PLANS. (1) ~~((By July 1, 2018,))~~ (a) Each
12 ~~((institution of higher education with a))~~ Washington professional
13 educator standards board-approved teacher preparation program,
14 including an alternative route teacher certification program, must
15 develop a plan describing how the ~~((institution of higher education))~~
16 program will partner with school districts in the general geographic
17 region of the ~~((school, or where its programs are offered,))~~ program
18 regarding field placement of ~~((resident))~~ student teachers. The plans
19 must be developed in collaboration with school districts desiring to
20 partner with the ~~((institutions of higher education))~~ programs, and
21 may include use of unexpended federal or state funds to support
22 residencies and mentoring for students who are likely to continue
23 teaching in the district in which they have a supervised ~~((student~~
24 ~~teaching residency))~~ field placement.

25 (b) Beginning July 1, 2020, the following goals must be
26 considered when developing the plans required under this section:

27 (i) Field placement of student teachers should be targeted to
28 high-need subject areas, including special education and English
29 learner, and high-need geographic areas, including Title I and rural
30 schools; and

31 (ii) Student teacher mentors should be highly effective as
32 evidenced by the mentors having received level 3 or above on both
33 criteria 3 (recognizing individual student learning needs and
34 developing strategies to address those needs) and criteria 6 (using
35 multiple student data elements to modify instruction and improve
36 student learning) on their most recent comprehensive performance
37 evaluation under RCW 28A.405.100. Student teacher mentors should also

1 have received or be concurrently receiving professional development
2 in mentoring skills.

3 (2) The plans required under subsection (1) of this section must
4 be submitted to the Washington professional educator standards board
5 and updated ((at least biennially)) by July 1st every even-numbered
6 year.

7 (3) The Washington professional educator standards board shall
8 post the plans and updates required under this section on its web
9 site.

10 NEW SECTION. Sec. 203. A new section is added to chapter
11 28A.410 RCW to read as follows:

12 FIELD PLACEMENT PLANS. Each Washington professional educator
13 standards board-approved teacher preparation program, including an
14 alternative route teacher certification program, must develop a plan
15 regarding field placement of student teachers in accordance with RCW
16 28B.10.033.

17 NEW SECTION. Sec. 204. A new section is added to chapter
18 28A.630 RCW to read as follows:

19 FIELD PLACEMENT REPORT. By December 1, 2019, and in compliance
20 with RCW 43.01.036, the student achievement council, in cooperation
21 with the Washington professional educator standards board-approved
22 teacher preparation programs, the Washington state school directors'
23 association, and the rural education center at Washington State
24 University, must submit a report to the appropriate committees of the
25 legislature. The report must include policy recommendations to
26 encourage or require the Washington professional educator standards
27 board-approved teacher preparation programs to develop relationships
28 with, and provide supervisory support for field placements of student
29 teachers in, school districts that are not in the general geographic
30 area of an approved teacher preparation program.

31 NEW SECTION. Sec. 205. A new section is added to chapter 28B.10
32 RCW to read as follows:

33 REMOTE SUPERVISION TECHNOLOGY. (1) Subject to the availability of
34 amounts appropriated for this specific purpose, Central Washington
35 University shall acquire the necessary audiovisual technology and
36 equipment for university faculty to remotely supervise student
37 teachers in ten schools.

1 (2) A school selected for the purposes of remote supervision of
2 student teachers under this section must be a rural public school
3 that currently is unable to have student teachers from Central
4 Washington University's teacher preparation program due to its
5 geographic location.

6 **Sec. 206.** RCW 28B.76.699 and 2016 c 233 s 17 are each amended to
7 read as follows:

8 GRANTS FOR STUDENT TEACHERS AT TITLE I SCHOOLS. (1) Subject to
9 the availability of amounts appropriated for this specific purpose,
10 the office shall administer a student teaching (~~residency~~) grant
11 program to provide additional funds to (~~individuals completing~~)
12 student (~~teaching residencies~~) teachers at Title I public common
13 schools in Washington.

14 (2) To qualify for the grant, recipients must be enrolled in a
15 Washington professional educator standards board-approved teacher
16 preparation program, be completing or about to start (~~a~~) student
17 teaching (~~residency~~) at a Title I public common school, and
18 demonstrate financial need, as defined by the office and consistent
19 with the income criteria required to receive the state need grant
20 established in chapter 28B.92 RCW or applicable rules.

21 (3) (a) Beginning December 1, 2020, and in compliance with RCW
22 43.01.036, the office must submit a biennial report to the
23 appropriate committees of the legislature. The report must provide
24 the following information:

25 (i) Aggregate data on the number of persons who applied for and
26 received the grants awarded under this section, including teacher
27 preparation program type, student teaching school district, and award
28 amount;

29 (ii) To the maximum extent practicable, aggregate data on where
30 grant recipients are teaching two years and five years after
31 obtaining a teacher certificate, and whether grant recipients remain
32 teaching in Title I public common schools; and

33 (iii) Recommendations for modifying the grant program.

34 (b) The education data center must collaborate with the office to
35 provide the data needed for the report required under this section.

36 (4) The office shall establish rules for administering the grants
37 under this section.

38 **BASIC SKILLS AND CONTENT TEST ASSISTANCE**

1 **Sec. 207.** RCW 28A.630.205 and 2016 c 233 s 16 are each amended
2 to read as follows:

3 TEACHER ENDORSEMENT AND CERTIFICATION HELP PROGRAM. (1) (~~Subject~~
4 ~~to the availability of amounts appropriated for this specific~~
5 ~~purpose,~~) The teacher endorsement and certification help ((pilot
6 ~~project)) program, known as the TEACH ((pilot)) program, is created.~~
7 (~~The scale of the TEACH pilot is dependent on the level of funding~~
8 ~~appropriated.~~)

9 (2) The student achievement council, after consultation with the
10 Washington professional educator standards board, shall have the
11 power and duty to develop and adopt rules as necessary under chapter
12 34.05 RCW to administer the ((pilot project)) program described in
13 this section. The rules, which must be adopted by ((August)) November
14 1, ((2016)) 2019, must include:

15 (a) A TEACH ((pilot)) grant application process;

16 (b) A financial need verification process;

17 (c) The order of priority in which the applications will be
18 approved; and

19 (d) A process for disbursing TEACH ((pilot)) grant awards to
20 selected applicants.

21 (3) A student seeking a TEACH ((pilot)) grant to cover the costs
22 of basic skills and content tests required for initial teacher
23 certification and endorsement must submit an application to the
24 student achievement council, following the rules developed under this
25 section.

26 (4) To qualify for financial assistance, an applicant must meet
27 the following criteria:

28 (a) Be enrolled in, have applied to, or have completed a
29 Washington professional educator standards board-approved teacher
30 preparation program;

31 (b) Demonstrate financial need, as defined by the office of
32 student financial assistance and consistent with the income criteria
33 required to receive the state need grant established in chapter
34 28B.92 RCW or applicable rules;

35 (c) Apply for a TEACH ((pilot)) grant under this section; and

36 (d) Register for an endorsement competency test in one or more
37 endorsement shortage areas, where "shortage area" has the definition
38 in RCW 28B.102.020.

39 (5) Beginning ((September)) November 1, ((2016)) 2019, the
40 student achievement council, in collaboration with the Washington

1 professional educator standards board, shall award a TEACH ((~~pilot~~))
2 grant to a student who meets the qualifications listed in this
3 section and in rules developed under this section. The TEACH
4 ((~~pilot~~)) grant award must cover the costs of basic skills and
5 content tests required for initial teacher certification. The council
6 shall prioritize TEACH ((~~pilot~~)) grant awards first to applicants
7 registered for competency tests in endorsement shortage areas and
8 second to applicants with greatest financial need. The council shall
9 scale the number of TEACH ((~~pilot~~)) grant awards to the amount of
10 funds appropriated for this purpose.

11 (6) The student achievement council and the Washington
12 professional educator standards board shall include information about
13 the TEACH ((~~pilot~~)) program in materials distributed to schools and
14 students.

15 (7) ((By)) Beginning December ((~~31, 2018~~)) 1, 2020, and by
16 December 1st each even-numbered year thereafter, in compliance with
17 RCW 43.01.036, the student achievement council, in collaboration with
18 the Washington professional educator standards board, shall submit a
19 ((~~preliminary~~)) report to the appropriate committees of the
20 legislature that details the effectiveness and costs of the ((~~pilot~~
21 ~~project~~)) program. The ((~~preliminary~~)) report must:

22 (a) Compare the numbers and demographic information of students
23 taking and passing tests in the endorsement shortage areas before and
24 after implementation of the ((~~pilot project, and~~)) program;

25 (b) Determine the amount of TEACH ((~~pilot~~)) grants ((~~award~~
26 ~~financial assistance~~)) awarded each ((~~pilot~~)) year and per student ((~~-~~

27 ~~(8) By December 31, 2020, and in compliance with RCW 43.01.036,~~
28 ~~the student achievement council, in collaboration with the~~
29 ~~professional educator standards board, shall submit a final report to~~
30 ~~the appropriate committees of the legislature that details the~~
31 ~~effectiveness and costs of the pilot project. In addition to updating~~
32 ~~the preliminary report, the final report must (a));~~

33 (c) Compare the numbers and demographic information of students
34 obtaining teaching certificates with endorsement competencies in the
35 endorsement shortage areas before and after implementation of the
36 ((~~pilot project,~~)) program; and

37 ((~~b~~)) (d) Recommend whether the ((~~pilot project~~)) program
38 should be modified, continued, and expanded.

39 ((~~9) This section expires July 1, 2021.~~))

1 NEW SECTION. **Sec. 208.** RECODIFICATION. RCW 28A.630.205 is
2 recodified as a section in chapter 28B.76 RCW.

3 **EDUCATOR CONDITIONAL SCHOLARSHIP AND LOAN REPAYMENT PROGRAMS**

4 NEW SECTION. **Sec. 209.** INTENT. (1) By amending the financial
5 assistance programs under this chapter, the legislature intends to:
6 (a) Provide assistance to a broad range of educators including,
7 though not exclusively to, certificated teachers; (b) attract and
8 retain potential educators, especially to meet areas of educator
9 shortage; (c) streamline the administration of the programs; and (d)
10 make the use of state appropriations more flexible.

11 (2) The legislature intends for the student achievement council
12 to balance the number, the amount, and the type of awards
13 distributed. When selecting participants and defining the awards, the
14 student achievement council shall consult with stakeholders to: (a)
15 Consider the purpose of each financial assistance program; (b)
16 recognize the total cost of attendance to complete an educator
17 preparation program; and (c) consider the needs of the education
18 system, including the need for educators in shortage areas.

19 **Sec. 210.** RCW 28B.102.020 and 2012 c 229 s 562 are each amended
20 to read as follows:

21 DEFINITIONS. Unless the context clearly requires otherwise, the
22 definitions in this section apply throughout this chapter.

23 (1) "Approved education program" means an education program in
24 (~~the state of Washington for knowledge and skills generally learned~~
25 ~~in preschool through twelfth grade. Approved education programs may~~
26 ~~include but are not limited to:~~

27 ~~(a) K-12 schools under Title 28A RCW; or~~

28 ~~(b) Other K-12 educational sites in the state of Washington as~~
29 ~~designated by the student achievement council)) a common school as~~

30 defined in RCW 28A.150.020.

31 (2) "Certificate" or "certificated" does not include a limited or
32 conditioned certificate.

33 (3) "Certificated employee" has the definition in RCW
34 28A.150.203. "Certificated employee" does not include a paraeducator.

35 (4) "Conditional scholarship" means a loan that is forgiven in
36 whole or in part (~~if the recipient renders~~) in exchange for service

1 as a ~~((teacher))~~ certificated employee in an approved education
2 program ~~((in this state))~~.

3 ~~((3))~~ "Eligible student" means a student who is registered for at
4 least six credit hours or the equivalent, demonstrates high academic
5 achievement, is a resident student as defined by RCW 28B.15.012 and
6 28B.15.013, and has a declared intention to complete an approved
7 preparation program leading to initial teacher certification or
8 required for earning an additional endorsement, and commits to
9 teaching service in the state of Washington.

10 ~~(4)~~ "Equalization fee" means the additional amount added to the
11 principal of a loan under this chapter to equate the debt to that
12 which the student would have incurred if the loan had been received
13 through the federal subsidized Stafford student loan program.)

14 (5) "Eligible veteran or national guard member" means a
15 Washington domiciliary who was an active or reserve member of the
16 United States military or naval forces, or a national guard member
17 called to active duty, who served in active federal service, under
18 either Title 10 or Title 32 of the United States Code, in a war or
19 conflict fought on foreign soil or in international waters or in
20 another location in support of those serving on foreign soil or in
21 international waters, and if discharged from service, has received an
22 honorable discharge.

23 (6) "Forgiven" or "to forgive" or "forgiveness" means ~~((to~~
24 ~~render))~~ that all or part of a loan is canceled in exchange for
25 service as a ((teacher)) certificated employee in an approved
26 education program ((in the state of Washington in lieu of monetary
27 repayment)).

28 ~~((6))~~ (7) "Institution of higher education" or "institution"
29 means a college or university in the state of Washington that is
30 accredited by an accrediting association recognized as such by rule
31 of the student achievement council.

32 ~~((7))~~ (8) "Loan repayment" means a federal student loan that is
33 repaid in whole or in part if the ~~((recipient renders service))~~
34 borrower serves as a ~~((teacher))~~ certificated employee in an approved
35 education program ~~((in Washington state))~~.

36 ~~((8))~~ (9) "Office" means the office of student financial
37 assistance.

38 ~~((9))~~ (10) "Participant" means ~~((an eligible student))~~ a person
39 who has received a conditional scholarship or loan repayment under
40 this chapter.

1 (~~(10)~~) (11) "Public school" (~~(means an elementary school, a~~
2 ~~middle school, junior high school, or high school within the public~~
3 ~~school system referred to in Article IX of the state Constitution)~~)
4 has the same meaning as in RCW 28A.150.010.

5 (~~(11) "Satisfied" means paid-in-full.~~

6 ~~(12) "Teacher)~~ (12) "Shortage area" means (~~(a shortage of~~
7 ~~elementary or secondary school teachers in a specific subject area,~~
8 ~~discipline, classification,)~~) an endorsement or geographic area as
9 defined by the Washington professional educator standards board, in
10 consultation with the office of the superintendent of public
11 instruction, with a shortage of certificated employees. "Shortage
12 area" must be defined biennially using quantitative and qualitative
13 measures.

14 **Sec. 211.** RCW 28B.102.030 and 2012 c 229 s 563 are each amended
15 to read as follows:

16 ADMINISTRATION. (~~The future teachers conditional scholarship and~~
17 ~~loan repayment program is established. The program shall be~~
18 ~~administered by the student achievement council.) In administering
19 (~~the~~) educator conditional scholarship and loan repayment programs
20 under this chapter, the student achievement council shall have the
21 following powers and duties:~~

22 (1) Select (~~(students)~~) persons to receive conditional
23 scholarships or loan repayments;

24 (2) Adopt necessary rules and guidelines;

25 (3) Publicize the programs in collaboration with the office of
26 the superintendent of public instruction and the Washington
27 professional educator standards board;

28 (4) Collect and manage repayments from (~~(students)~~) participants
29 who do not meet their (~~(teaching)~~) service obligations under this
30 chapter; and

31 (5) Solicit and accept grants and donations from public and
32 private sources for the programs.

33 NEW SECTION. **Sec. 212.** A new section is added to chapter
34 28B.102 RCW to read as follows:

35 PARTICIPANT SELECTION. (1) The office shall develop an
36 application process for each program under this chapter. The office
37 may use the same application process for more than one program.

1 (2) The office shall consult with a stakeholder group to develop
2 awarding criteria, consistent with the requirements in this section,
3 for the selection of eligible participants for each program based on
4 the minimum qualifications established in this section and any
5 additional qualifications established in each program description
6 under this chapter.

7 (3) A person qualifying for a conditional scholarship program
8 under this chapter, at a minimum, must:

9 (a) Have a financial need, as defined by the office and
10 consistent with the income criteria required to receive the state
11 need grant established in chapter 28B.92 RCW or applicable rules; and

12 (b) Commit to serving as a certificated employee in an approved
13 education program.

14 (4) In selecting eligible participants for conditional
15 scholarship programs under this chapter, the office must give
16 priority to persons who are renewing their application in order to
17 complete a certificated employee preparation program.

18 (5) In selecting eligible participants under this chapter, the
19 office must consider prioritizing persons who: Meet shortage area
20 needs; are first generation college students or graduates; are
21 eligible veteran or national guard members; have characteristics that
22 are underrepresented among certificated employees; or have classroom-
23 based experience.

24 **Sec. 213.** RCW 28B.102.045 and 2004 c 58 s 5 are each amended to
25 read as follows:

26 CONDITION FOR CONTINUED PARTICIPATION—SATISFACTORY PROGRESS. To
27 receive additional disbursements under ~~((the))~~ a conditional
28 scholarship program ~~((under))~~ authorized by this chapter, a
29 participant must be considered by his or her ~~((institution of higher~~
30 ~~education))~~ Washington professional educator standards board-approved
31 educator preparation program to be in a satisfactory progress
32 condition.

33 NEW SECTION. **Sec. 214.** A new section is added to chapter
34 28B.102 RCW to read as follows:

35 AWARDS. (1)(a) The office is directed to maximize the impact of
36 conditional scholarships and loan repayments awarded under this
37 chapter in light of shortage areas and in response to the trending
38 financial needs of the applicant pool.

1 (b) In maximizing the impact of the awards, the office may adjust
2 the number and amounts of the conditional scholarships and loan
3 repayments made each year. However, the maximum award authorized
4 under this chapter is eight thousand dollars per person, per academic
5 year. Beginning in the 2020-21 academic year, the office may adjust
6 the maximum award by the average rate of resident undergraduate
7 tuition and fee increases at the state universities as defined in RCW
8 28B.10.016.

9 (2) The allowable uses of a conditional scholarship under this
10 chapter include the cost of attendance as determined by the office,
11 such as tuition, room, board, and books.

12 (3) The award of a conditional scholarship under this chapter may
13 not result in reduction of a participant's federal or other state
14 financial aid.

15 (4) The office must make conditional scholarship and loan
16 repayment awards from moneys in the educator conditional scholarship
17 account created in RCW 28B.102.080.

18 **Sec. 215.** RCW 28B.102.090 and 2016 c 233 s 15 are each amended
19 to read as follows:

20 TEACHER SHORTAGE CONDITIONAL SCHOLARSHIP PROGRAM. (1) (~~Subject~~
21 ~~to the availability of amounts appropriated for this specific~~
22 ~~purpose, the office shall develop and administer~~) The teacher
23 shortage conditional (~~grant program as a subprogram within the~~
24 ~~future teachers conditional scholarship and loan repayment program~~)
25 scholarship program is created. The purpose of the (~~teacher shortage~~
26 ~~conditional grant~~) program is to provide financial aid to encourage
27 (~~individuals~~) persons to become teachers (~~by providing financial~~
28 ~~aid to individuals enrolled in professional educator standards-~~
29 ~~approved teacher preparation programs~~) and to retain these teachers
30 in shortage areas.

31 (2) (~~The office has the power and duty to develop and adopt~~
32 ~~rules as necessary under chapter 34.05 RCW to administer the program~~
33 ~~described in this section.~~

34 (3) ~~As part of the rule-making process under subsection (2) of~~
35 ~~this section, the office must collaborate with the professional~~
36 ~~educator standards board, the Washington state school directors'~~
37 ~~association, and the professional educator standards board-approved~~
38 ~~teacher preparation programs to develop a framework for the teacher~~
39 ~~shortage conditional grant program, including eligibility~~

1 requirements, contractual obligations, conditional grant amounts, and
2 loan repayment requirements.

3 (4) (a) In developing the eligibility requirements, the office
4 must consider: Whether the individual has a financial need, is a
5 first-generation college student, or is from a traditionally
6 underrepresented group among teachers in Washington; whether the
7 individual is completing an alternative route teacher certification
8 program; whether the individual plans to obtain an endorsement in a
9 hard-to-fill subject, as defined by the professional educator
10 standards board; the characteristic of any geographic shortage area,
11 as defined by the professional educator standards board, that the
12 individual plans to teach in; and whether a school district has
13 committed to offering the individual employment once the individual
14 obtains a residency teacher certificate.

15 (b) In developing the contractual obligations, the office must
16 consider requiring the individual to: Obtain a Washington state
17 residency teacher certificate; teach in a subject or geographic
18 endorsement shortage area, as defined by the professional educator
19 standards board; and commit to teach for five school years in an
20 approved education program with a need for a teacher with such an
21 endorsement at the time of hire.

22 (c) In developing the conditional grant award amounts, the office
23 must consider whether the individual is: Enrolled in a public or
24 private institution of higher education, a resident, in a
25 baccalaureate or postbaccalaureate program, or in an alternative
26 route teacher certification program. In addition, the award amounts
27 must not result in a reduction of the individual's federal or state
28 grant aid, including Pell grants, state need grants, college bound
29 scholarships, or opportunity scholarships.

30 (d) In developing the repayment requirements for a conditional
31 grant that is converted into a loan, the terms and conditions of the
32 loan must follow the interest rate and repayment terms of the federal
33 direct subsidized loan program. In addition, the office must consider
34 the following repayment schedule:

35 (i) For less than one school year of teaching completed, the loan
36 obligation is eighty-five percent of the conditional grant the
37 student received, plus interest and an equalization fee;

38 (ii) For less than two school years of teaching completed, the
39 loan obligation is seventy percent of the conditional grant the
40 student received, plus interest and an equalization fee;

1 ~~(iii) For less than three school years of teaching completed, the~~
2 ~~loan obligation is fifty-five percent of the conditional grant the~~
3 ~~student received, plus interest and an equalization fee; and~~

4 ~~(iv) For less than four school years of teaching completed, the~~
5 ~~loan obligation is forty percent of the conditional grant the student~~
6 ~~received, plus interest and an equalization fee.~~

7 ~~(5) By November 1, 2018, and November 1, 2020, the office shall~~
8 ~~submit reports, in accordance with RCW 43.01.036, to the appropriate~~
9 ~~committees of the legislature that recommend whether the teacher~~
10 ~~shortage conditional grant program under this section should be~~
11 ~~continued, modified, or terminated, and that include information~~
12 ~~about the recipients of the grants under this program)) To qualify~~
13 ~~for the program an applicant must:~~

14 ~~(a) Be accepted into, and maintain enrollment in, a Washington~~
15 ~~professional educator standards board-approved teacher preparation~~
16 ~~program leading to an initial teacher certificate; and~~

17 ~~(b) Intend to pursue an initial teacher certificate with an~~
18 ~~endorsement in a shortage area.~~

19 ~~(3) Participants are eligible to receive a teacher shortage~~
20 ~~conditional scholarship for up to four academic years.~~

21 NEW SECTION. Sec. 216. A new section is added to chapter
22 28B.102 RCW to read as follows:

23 ALTERNATIVE ROUTE CONDITIONAL SCHOLARSHIP PROGRAM. (1) The
24 alternative route conditional scholarship program is created. The
25 purpose of the program is to provide financial assistance to
26 encourage persons to become teachers through alternative route
27 teacher certification programs and to retain these teachers in
28 shortage areas.

29 (2) To qualify for the program an applicant must:

30 (a) Be accepted into, and maintain enrollment in, an alternative
31 route teacher certification program under chapter 28A.660 RCW; and

32 (b) Intend to pursue an initial teacher certificate with an
33 endorsement in a shortage area.

34 (3) Participants are eligible to receive an alternative route
35 conditional scholarship for up to two academic years.

36 **Sec. 217.** RCW 28A.660.042 and 2017 c 237 s 19 are each amended
37 to read as follows:

1 PIPELINE FOR PARAEDUCATORS CONDITIONAL SCHOLARSHIP PROGRAM. (1)

2 The pipeline for paraeducators conditional scholarship program is
3 created. (~~Participation is limited to paraeducators without a~~
4 ~~college degree who have at least three years of classroom experience.~~
5 ~~It is anticipated that candidates enrolled in this program will~~
6 ~~complete their associate of arts degree at a community and technical~~
7 ~~college in two years or less and become eligible for an endorsement~~
8 ~~in a subject matter shortage area, as defined by the professional~~
9 ~~educator standards board, via route one in the alternative routes to~~
10 ~~teacher certification program provided in this chapter.)) The purpose
11 of the program is to support paraeducators who wish to become
12 teachers by providing financial aid for the completion of an
13 associate of arts degree.~~

14 (2) (~~Entry requirements for candidates include~~) To qualify for
15 the program an applicant must:

16 (a) Not have earned a college degree;

17 (b) Provide documentation:

18 (i) From his or her school district or building (~~validation~~) of
19 (~~qualifications, including three~~) one year(~~s~~) of successful
20 student interaction and leadership as a classified instructional
21 employee; or

22 (ii) Of his or her completion of two years of a recruiting
23 Washington teachers program, established under RCW 28A.415.370;

24 (c) Intend to pursue an initial teacher certificate with an
25 endorsement in a shortage area via a Washington professional educator
26 standards board-approved teacher preparation program; and

27 (d) Be accepted into, and maintain enrollment for no more than
28 the equivalent of four full-time academic years at, a community and
29 technical college under RCW 28B.50.020.

30 (3) Participants are eligible to receive a pipeline for
31 paraeducators conditional scholarship for up to four academic years.

32 (4) The office must prioritize applicants in the following order:

33 (a) Applicants recruited and supported by their school districts
34 to become teachers;

35 (b) Applicants who completed two years of a recruiting Washington
36 teachers program, established under RCW 28A.415.370; and

37 (c) Applicants intending to complete an associate of arts degree
38 in two academic years or less.

1 **Sec. 218.** RCW 28A.660.045 and 2015 3rd sp.s. c 9 s 1 are each
2 amended to read as follows:

3 EDUCATOR RETOOLING CONDITIONAL SCHOLARSHIP PROGRAM. (1) The
4 educator retooling conditional scholarship program is created.
5 (~~Participation is limited to current K-12 teachers and individuals~~
6 ~~having an elementary education certificate but who are not employed~~
7 ~~in positions requiring an elementary education certificate. It is~~
8 ~~anticipated that candidates enrolled in this program will complete~~
9 ~~the requirements for an endorsement in two years or less.~~

10 ~~(2) Entry requirements for candidates include:~~

11 ~~(a) Current K-12 teachers shall pursue an endorsement in a~~
12 ~~subject or geographic endorsement shortage area, as defined by the~~
13 ~~professional educator standards board, including but not limited to,~~
14 ~~mathematics, science, special education, bilingual education, English~~
15 ~~language learner, computer science education, or environmental and~~
16 ~~sustainability education.~~

17 ~~(b) Individuals having an elementary education certificate but~~
18 ~~who are not employed in positions requiring an elementary education~~
19 ~~certificate shall pursue an endorsement in a subject or geographic~~
20 ~~endorsement shortage area, as defined by the professional educator~~
21 ~~standards board, including but not limited to, mathematics, science,~~
22 ~~special education, bilingual education, English language learner,~~
23 ~~computer science education, or environmental and sustainability~~
24 ~~education.))~~

25 The purpose of the program is to increase the number of
26 public school teachers with endorsements in shortage areas.

27 (2) To qualify for the program an applicant must:

28 (a) Hold a current Washington teacher certificate or an expired
29 Washington teacher certificate issued after 2005;

30 (b) Pursue an additional endorsement in a shortage area; and

31 (c) Use one of the Washington professional educator standards
32 board's pathways to complete the additional endorsement requirements
33 in the equivalent of one full-time academic year.

34 (3) Participants are eligible to receive an educator retooling
35 conditional scholarship for up to two academic years.

36 NEW SECTION. **Sec. 219.** A new section is added to chapter
37 28B.102 RCW to read as follows:

38 CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.
39 (1) The career and technical education conditional scholarship
program is created. The purpose of the program is to provide

1 financial aid for nonteachers and teachers to obtain necessary
2 certificates and endorsements through any approved route to become
3 career and technical education teachers.

4 (2) To qualify for the program, an applicant must be:

5 (a) Accepted into, and maintain enrollment in, a Washington
6 professional educator standards board-approved teacher preparation
7 program; and

8 (b) Pursuing the necessary certificates and endorsements to teach
9 career and technical education courses.

10 (3) The office must give priority to applicants who:

11 (a) Possess a professional license and occupational industry
12 experience applicable to the career and technical education
13 endorsement being pursued; or

14 (b) Are accepted into an alternative route teacher certification
15 program under RCW 28A.660.020.

16 (4) Participants are eligible to receive a career and technical
17 education conditional scholarship for up to two academic years.

18 NEW SECTION. **Sec. 220.** A new section is added to chapter
19 28B.102 RCW to read as follows:

20 **CONDITIONAL SCHOLARSHIP—FORGIVENESS AND REPAYMENT.** (1)(a) A
21 conditional scholarship awarded under this chapter is forgiven when
22 the participant fulfills the terms of his or her service obligation.
23 The office shall develop the service obligation terms for each
24 conditional scholarship program under this chapter, including that
25 participants must either:

26 (i) Serve as a certificated employee in an approved education
27 program for two full-time school years for each year of conditional
28 scholarship received; or

29 (ii) Serve as a certificated employee in a shortage area in an
30 approved education program for one full-time school year for each
31 year of conditional scholarship received.

32 (b) For participants who meet the terms of their service
33 obligation, the office shall forgive the conditional scholarships
34 according to the service obligation terms and shall maintain all
35 necessary records of such forgiveness.

36 (2)(a) Participants who do not fulfill their service obligation
37 as required under subsection (1) of this section incur an obligation
38 to repay the conditional scholarship award, with interest and other
39 fees. The office shall develop repayment terms for each conditional

1 scholarship program under this chapter, including interest rate,
2 other fees, minimum payment, and maximum repayment period.

3 (b) The office shall collect repayments from participants who do
4 not fulfill their service obligation as required under subsection (1)
5 of this section. Collection and servicing of repayments under this
6 section must be pursued using the full extent of the law, including
7 wage garnishment if necessary. The office shall exercise due
8 diligence in maintaining all necessary records to ensure that maximum
9 repayments are collected.

10 (3) The office shall establish a process for forgiveness,
11 deferment, or forbearance for participants who fail to complete their
12 service obligation due to circumstances beyond the participants'
13 control, for example certain medical conditions, military deployment,
14 declassification of a participant's shortage area, or hardship for a
15 participant to relocate to an approved education program with a
16 shortage area, provided the participant was serving as a certificated
17 employee in a shortage area in an approved education program.

18 **Sec. 221.** RCW 28B.102.055 and 2011 1st sp.s. c 11 s 180 are each
19 amended to read as follows:

20 FEDERAL STUDENT LOAN REPAYMENT IN EXCHANGE FOR TEACHING SERVICE
21 PROGRAM. (1) Upon documentation of federal student loan indebtedness,
22 the office may enter into agreements with ~~((participants))~~
23 certificated teachers to repay all or part of a federal student loan
24 in exchange for teaching service in a shortage area in an approved
25 education~~((al))~~ program. ~~((The ratio of loan repayment to years of~~
26 ~~teaching service for the loan repayment program shall be the same as~~
27 ~~established for the conditional scholarship program.))~~ Teachers
28 eligible for loan repayment under this section must hold an
29 endorsement in the content area in which they are assigned to teach
30 during the period of repayment.

31 (2) The agreement shall specify the period of time it is in
32 effect and detail the obligations of the office and the participant,
33 including the amount to be paid to the participant. The ratio of loan
34 repayment to years of teaching service for the loan repayment program
35 must be the same as established for the conditional scholarship
36 programs under section 220 of this act. The agreement ~~((may))~~ must
37 also specify the ~~((geographic location and subject matter))~~ shortage
38 area of teaching service for which loan repayment will be provided.

1 (3) At the end of each school year, a participant under this
2 section shall provide evidence to the office that the requisite
3 teaching service has been provided. Upon receipt of the evidence, the
4 office shall pay the participant the agreed-upon amount for one year
5 of full-time teaching service or a prorated amount for less than
6 full-time teaching service. To qualify for additional loan
7 repayments, the participant must be engaged in continuous teaching
8 service as defined by the office. The office may approve leaves of
9 absence from continuous service and other deferments as may be
10 necessary.

11 (4) The office may, at its discretion, arrange to make the loan
12 repayment directly to the holder of the participant's federal student
13 loan.

14 (5) The office may not reimburse a participant for loan
15 repayments made before the participant entered into an agreement with
16 the office under this section.

17 (6) The office's obligations to a participant under this section
18 shall cease when:

19 (a) The terms of the agreement have been fulfilled;

20 (b) The participant is assigned to teach in a content area in
21 which he or she is not endorsed;

22 (c) The participant fails to maintain continuous teaching service
23 as determined by the office; or

24 ~~((e))~~ (d) All of the participant's federal student loans have
25 been repaid.

26 ~~((6) The office shall adopt rules governing loan repayments,~~
27 ~~including approved leaves of absence from continuous teaching service~~
28 ~~and other deferments as may be necessary.))~~

29 NEW SECTION. Sec. 222. A new section is added to chapter
30 28B.102 RCW to read as follows:

31 REPORTS TO THE LEGISLATURE. Beginning November 1, 2020, and by
32 November 1st each even-numbered year thereafter, the office shall
33 submit a report, in accordance with RCW 43.01.036, to the appropriate
34 committees of the legislature recommending whether the educator
35 conditional scholarship and loan repayment programs under this
36 chapter should be continued, modified, or terminated. The report must
37 include information about the number of applicants for, and
38 participants in, each program. To the extent possible, this
39 information should be disaggregated by age, gender, race and

1 ethnicity, family income, and unmet financial need. The report must
2 include information about participant deferments and repayments. The
3 report must also include information on moneys received by and
4 disbursed from the educator conditional scholarship account under RCW
5 28B.102.080 each fiscal year.

6 **Sec. 223.** RCW 28B.102.080 and 2011 1st sp.s. c 11 s 182 are each
7 amended to read as follows:

8 CUSTODIAL ACCOUNT. (1) The (~~future—teachers~~) educator
9 conditional scholarship account is created in the custody of the
10 state treasurer. An appropriation is not required for expenditures of
11 funds from the account. The account is not subject to allotment
12 procedures under chapter 43.88 RCW except for moneys used for program
13 administration.

14 (2) The office shall deposit in the account all moneys received
15 for the (~~future—teachers~~) educator conditional scholarship and loan
16 repayment (~~program and for conditional loan~~) programs under this
17 chapter (~~28A.660—RCW~~). The account shall be self-sustaining and
18 consist of funds appropriated by the legislature for the (~~future~~
19 ~~teachers~~) educator conditional scholarship and loan repayment
20 programs under this chapter, private contributions to the programs,
21 and receipts from participant repayments from the (~~future—teachers~~
22 ~~conditional—scholarship—and—loan—repayment~~) programs(~~,—and~~
23 ~~conditional—loan—programs—established—under—chapter—28A.660—RCW~~).
24 Beginning July 1, 2004, the office shall also deposit into the
25 account: (a) All funds from the institution of higher education loan
26 account that are traceable to any conditional scholarship program for
27 teachers or prospective teachers established by the legislature
28 before June 10, 2004; and (b) all amounts repaid by (~~individuals~~)
29 participants under any such program.

30 (3) Expenditures from the account may be used (~~solely—for~~
31 ~~conditional—loans—and—loan—repayments—to—participants—in—the—future~~
32 ~~teachers—conditional—scholarship—and—loan—repayment—program~~
33 ~~established—by—this—chapter,—conditional—scholarships—for~~
34 ~~participants—in—programs—established—in—chapter—28A.660—RCW,—and~~
35 ~~costs—associated—with—program—administration—by—the—office~~) only for
36 the purposes of this chapter.

37 (4) Disbursements from the account may be made only on the
38 authorization of the office.

1 (~~(5) During the 2009-2011 fiscal biennium, the legislature may~~
2 ~~transfer from the future teachers conditional scholarship account to~~
3 ~~the state general fund such amounts as reflect the excess fund~~
4 ~~balance of the account.))~~

5 **Sec. 224.** RCW 43.79A.040 and 2018 c 260 s 28, 2018 c 258 s 4,
6 and 2018 c 127 s 6 are each reenacted and amended to read as follows:

7 MANAGEMENT OF TREASURER'S TRUST FUND. (1) Money in the
8 treasurer's trust fund may be deposited, invested, and reinvested by
9 the state treasurer in accordance with RCW 43.84.080 in the same
10 manner and to the same extent as if the money were in the state
11 treasury, and may be commingled with moneys in the state treasury for
12 cash management and cash balance purposes.

13 (2) All income received from investment of the treasurer's trust
14 fund must be set aside in an account in the treasury trust fund to be
15 known as the investment income account.

16 (3) The investment income account may be utilized for the payment
17 of purchased banking services on behalf of treasurer's trust funds
18 including, but not limited to, depository, safekeeping, and
19 disbursement functions for the state treasurer or affected state
20 agencies. The investment income account is subject in all respects to
21 chapter 43.88 RCW, but no appropriation is required for payments to
22 financial institutions. Payments must occur prior to distribution of
23 earnings set forth in subsection (4) of this section.

24 (4)(a) Monthly, the state treasurer must distribute the earnings
25 credited to the investment income account to the state general fund
26 except under (b), (c), and (d) of this subsection.

27 (b) The following accounts and funds must receive their
28 proportionate share of earnings based upon each account's or fund's
29 average daily balance for the period: The 24/7 sobriety account, the
30 Washington promise scholarship account, the Gina Grant Bull memorial
31 legislative page scholarship account, the Washington advanced college
32 tuition payment program account, the Washington college savings
33 program account, the accessible communities account, the Washington
34 achieving a better life experience program account, the community and
35 technical college innovation account, the agricultural local fund,
36 the American Indian scholarship endowment fund, the foster care
37 scholarship endowment fund, the foster care endowed scholarship trust
38 fund, the contract harvesting revolving account, the Washington state
39 combined fund drive account, the commemorative works account, the

1 county enhanced 911 excise tax account, the toll collection account,
2 the developmental disabilities endowment trust fund, the energy
3 account, the fair fund, the family and medical leave insurance
4 account, the fish and wildlife federal lands revolving account, the
5 natural resources federal lands revolving account, the food animal
6 veterinarian conditional scholarship account, the forest health
7 revolving account, the fruit and vegetable inspection account, the
8 (~~future teachers~~) educator conditional scholarship account, the
9 game farm alternative account, the GET ready for math and science
10 scholarship account, the Washington global health technologies and
11 product development account, the grain inspection revolving fund, the
12 Washington history day account, the industrial insurance rainy day
13 fund, the juvenile accountability incentive account, the law
14 enforcement officers' and firefighters' plan 2 expense fund, the
15 local tourism promotion account, the low-income home rehabilitation
16 revolving loan program account, the multiagency permitting team
17 account, the northeast Washington wolf-livestock management account,
18 the pilotage account, the produce railcar pool account, the regional
19 transportation investment district account, the rural rehabilitation
20 account, the Washington sexual assault kit account, the stadium and
21 exhibition center account, the youth athletic facility account, the
22 self-insurance revolving fund, the children's trust fund, the
23 Washington horse racing commission Washington bred owners' bonus fund
24 and breeder awards account, the Washington horse racing commission
25 class C purse fund account, the individual development account
26 program account, the Washington horse racing commission operating
27 account, the life sciences discovery fund, the Washington state
28 heritage center account, the reduced cigarette ignition propensity
29 account, the center for childhood deafness and hearing loss account,
30 the school for the blind account, the Millersylvania park trust fund,
31 the public employees' and retirees' insurance reserve fund, the
32 school employees' benefits board insurance reserve fund, (~~the~~)
33 the public employees' and retirees' insurance account, (~~the~~) the
34 school employees' insurance account, and the radiation perpetual
35 maintenance fund.

36 (c) The following accounts and funds must receive eighty percent
37 of their proportionate share of earnings based upon each account's or
38 fund's average daily balance for the period: The advanced right-of-
39 way revolving fund, the advanced environmental mitigation revolving
40 account, the federal narcotics asset forfeitures account, the high

1 occupancy vehicle account, the local rail service assistance account,
2 and the miscellaneous transportation programs account.

3 (d) Any state agency that has independent authority over accounts
4 or funds not statutorily required to be held in the custody of the
5 state treasurer that deposits funds into a fund or account in the
6 custody of the state treasurer pursuant to an agreement with the
7 office of the state treasurer shall receive its proportionate share
8 of earnings based upon each account's or fund's average daily balance
9 for the period.

10 (5) In conformance with Article II, section 37 of the state
11 Constitution, no trust accounts or funds shall be allocated earnings
12 without the specific affirmative directive of this section.

13 NEW SECTION. **Sec. 225.** REPEALERS. The following acts or parts
14 of acts are each repealed:

15 (1) RCW 28B.102.010 (Intent—Legislative findings) and 2004 c 58 s
16 1 & 1987 c 437 s 1;

17 (2) RCW 28B.102.040 (Selection of participants—Processes—
18 Criteria) and 2011 1st sp.s. c 11 s 178, 2008 c 170 s 306, & 2005 c
19 518 s 918;

20 (3) RCW 28B.102.050 (Award of conditional scholarships and loan
21 repayments—Amount—Duration) and 2011 1st sp.s. c 11 s 179, 2004 c 58
22 s 6, & 1987 c 437 s 5;

23 (4) RCW 28B.102.060 (Repayment obligation) and 2011 1st sp.s. c
24 11 s 181, 2011 c 26 s 4, 2004 c 58 s 7, 1996 c 53 s 2, 1993 c 423 s
25 1, 1991 c 164 s 6, & 1987 c 437 s 6;

26 (5) RCW 28A.660.050 (Conditional scholarship programs—
27 Requirements—Recipients) and 2016 c 233 s 14, 2015 3rd sp.s. c 9 s 2,
28 2015 1st sp.s. c 3 s 4, 2012 c 229 s 507, 2011 1st sp.s. c 11 s 134,
29 & 2010 c 235 s 505; and

30 (6) RCW 28A.660.055 (Eligible veteran or national guard member—
31 Definition) and 2009 c 192 s 3.

32 NEW SECTION. **Sec. 226.** RECODIFICATION. RCW 28A.660.042 and
33 28A.660.045 are each recodified as sections in chapter 28B.102 RCW.

34 NEW SECTION. **Sec. 227.** A new section is added to chapter
35 28A.660 RCW to read as follows:

1 Nothing in sections 209 through 225 of this act modifies or
2 otherwise affects conditional scholarship or loan repayment
3 agreements under this chapter or chapter 28B.102 RCW existing before
4 the effective date of this section.

5 NEW SECTION. **Sec. 228.** A new section is added to chapter
6 28B.102 RCW to read as follows:

7 Nothing in sections 209 through 225 of this act modifies or
8 otherwise affects conditional scholarship or loan repayment
9 agreements under this chapter or chapter 28A.660 RCW existing before
10 the effective date of this section.

11 **TUITION WAIVERS**

12 **Sec. 229.** RCW 28B.15.558 and 2016 c 233 s 18 are each amended to
13 read as follows:

14 SPACE AVAILABLE TUITION WAIVERS. (1) The governing boards of the
15 state universities, the regional universities, The Evergreen State
16 College, and the community and technical colleges may waive all or a
17 portion of the tuition and services and activities fees for state
18 employees as defined under subsection (2) of this section (~~and~~),
19 teachers(~~r~~) and other certificated instructional staff under
20 subsection (3) of this section, and K-12 classified staff under
21 subsection (4) of this section. The enrollment of these persons is
22 pursuant to the following conditions:

23 (a) Such persons shall register for and be enrolled in courses on
24 a space available basis and no new course sections shall be created
25 as a result of the registration;

26 (b) Enrollment information on persons registered pursuant to this
27 section shall be maintained separately from other enrollment
28 information and shall not be included in official enrollment reports,
29 nor shall such persons be considered in any enrollment statistics
30 that would affect budgetary determinations; and

31 (c) Persons registering on a space available basis shall be
32 charged a registration fee of not less than five dollars.

33 (2) For the purposes of this section, "state employees" means
34 persons employed half-time or more in one or more of the following
35 employee classifications:

36 (a) Permanent employees in classified service under chapter 41.06
37 RCW;

1 (b) Permanent employees governed by chapter 41.56 RCW pursuant to
2 the exercise of the option under RCW 41.56.201;

3 (c) Permanent classified employees and exempt paraprofessional
4 employees of technical colleges; and

5 (d) Faculty, counselors, librarians, and exempt professional and
6 administrative employees at institutions of higher education as
7 defined in RCW 28B.10.016.

8 (3) The waivers available to state employees under this section
9 shall also be available to teachers and other certificated
10 instructional staff employed at public common and vocational
11 schools(~~(, holding or seeking a valid endorsement and assignment in a~~
12 ~~state-identified shortage area)).~~

13 (4) The waivers available under this section shall also be
14 available to classified staff employed at ((~~K-12~~)) public common
15 schools, as defined in RCW 28A.150.020, when used for coursework
16 relevant to the work assignment or coursework that is part of a
17 teacher preparation program.

18 (5) In awarding waivers, an institution of higher education may
19 award waivers to eligible persons employed by the institution before
20 considering waivers for eligible persons who are not employed by the
21 institution.

22 (6) If an institution of higher education exercises the authority
23 granted under this section, it shall include all eligible state
24 employees in the pool of persons eligible to participate in the
25 program.

26 (7) In establishing eligibility to receive waivers, institutions
27 of higher education may not discriminate between full-time employees
28 and employees who are employed half-time or more.

29 (8) Each institution of higher education that awards waivers
30 under this section must report annually to the student achievement
31 council with the number, type, and value of waivers awarded under
32 this section in the prior academic year, and must compare this
33 information with other tuition and fee waivers awarded by the
34 institution.

35 **TEACHER PREPARATION PROGRAM EXPANSION**

36 NEW SECTION. **Sec. 230.** EXPAND ENROLLMENTS IN HIGH-NEED SUBJECTS
37 AND LOCATIONS. The legislature recognizes the important role of
38 teacher preparation programs in addressing the shortages in the

1 educator career continuum. Through the omnibus appropriations act,
2 the legislature intends to prioritize the expansion of teacher
3 preparation program enrollments in high-need subjects and high-need
4 locations within the state, taking into consideration the community
5 and technical colleges' capacity to contribute to teacher
6 preparation.

7 **PART III**
8 **RETENTION STRATEGIES**

9 NEW SECTION. **Sec. 301.** FINDINGS—INTENT. (1) The legislature
10 finds that the most successful education systems have robust, well-
11 prepared educators and educator leaders, with ample and relevant
12 mentoring and professional learning opportunities appropriate to
13 their roles and career aspirations. Further, the legislature finds
14 that cultivating a public common school system that focuses on the
15 growth of educator knowledge, skills, and dispositions to help
16 students perform at high levels not only supports better professional
17 practice, but results in greater professional satisfaction for
18 educators.

19 (2) The legislature finds that excessively rigid policies have
20 had the unintended consequence of preventing qualified and effective
21 educators from remaining in the common schools. Barriers to educator
22 retention, such as lack of induction and mentoring for beginning
23 educators, a complicated and burdensome certification system, and
24 frequent comprehensive performance evaluation requirements must be
25 addressed. The legislature acknowledges that a substantial step
26 towards reducing the barriers of complicated and burdensome
27 certification requirements was taken in chapter 26, Laws of 2017 by
28 creating a flexible option for renewing teacher and administrator
29 certificates. However, continued legislative review and refinement of
30 the link between certification programs, effective pedagogy, and
31 professional satisfaction is necessary to strengthen educator
32 retention efforts.

33 (3) Further efforts can also focus on the improvement of working
34 conditions within schools and school districts. The legislature
35 acknowledges that the demands on educators must be balanced with an
36 encouragement of their excitement for the profession. The legislature
37 intends to expand upon successful educator induction and mentoring
38 programs such as the beginning educator support team program, and to

1 streamline the teacher and principal evaluation program requirements
2 for the highest performing educators.

3 **BEGINNING EDUCATOR SUPPORT**

4 **Sec. 302.** RCW 28A.415.265 and 2016 c 233 s 11 are each amended
5 to read as follows:

6 (1) For the purposes of this section, a mentor educator is (~~an~~
7 ~~educator~~) a teacher, educational staff associate, or principal who:

8 (a) Has (~~achieved appropriate~~) ~~successfully completed~~ training
9 in assisting, coaching, and advising beginning ~~principals, beginning~~
10 educational staff associates, beginning teachers, or student
11 (~~teaching residents~~) ~~teachers~~ as defined by the office of the
12 superintendent of public instruction (~~, such as national board~~
13 certification or other specialized training);

14 (b) Has been selected using mentor standards developed by the
15 office of the superintendent of public instruction; and

16 (c) Is participating in ongoing mentor skills professional
17 development.

18 (2) (a) The beginning educator support team program is established
19 to provide professional development and (~~mentor support~~) mentoring
20 for beginning (~~educators~~) principals, beginning educational staff
21 associates, beginning teachers, and candidates in alternative route
22 teacher certification programs under chapter 28A.660 RCW
23 (~~28A.660.040, and educators on probation under RCW 28A.405.100, to~~
24 ~~be composed of the beginning educator support team for beginning~~
25 ~~educators and continuous improvement coaching for educators on~~
26 ~~probation, as provided in this section).~~

27 (b) The superintendent of public instruction shall notify school
28 districts about the beginning educator support team program and
29 encourage districts to apply for program funds.

30 (3) Subject to the availability of amounts appropriated for this
31 specific purpose, the office of the superintendent of public
32 instruction shall allocate funds for the beginning educator support
33 team program on a competitive basis to individual school districts
34 (~~or~~), consortia of districts, or state-tribal compact schools.
35 (~~School districts are encouraged to include educational service~~
36 ~~districts in creating regional consortia.~~) In allocating funds, the
37 office of the superintendent of public instruction shall give
38 priority to:

1 (a) ~~((School districts with low-performing schools identified~~
2 ~~under RCW 28A.657.020 as being challenged schools in need of~~
3 ~~improvement; and)) Schools and districts identified for comprehensive
4 or targeted support and improvement as required under the federal
5 elementary and secondary education act;~~

6 (b) School districts with a large influx of beginning principals,
7 beginning educational staff associates, or beginning classroom
8 teachers; and

9 (c) School districts that demonstrate an understanding of the
10 research-based standards for beginning educator induction developed
11 by the office of the superintendent of public instruction.

12 (4) A portion of the appropriated funds may be used for program
13 coordination and provision of statewide or regional professional
14 development through the office of the superintendent of public
15 instruction.

16 (5) A beginning educator support team program must include the
17 following components:

18 (a) A paid instructional orientation or individualized assistance
19 before the start of the school year for ~~((beginning educators))~~
20 program participants;

21 (b) ~~((Assignment of))~~ A trained and qualified mentor assigned to
22 each program participant for ~~((the first))~~ up to three years ~~((for~~
23 ~~beginning educators)),~~ with intensive support in the first year and
24 decreasing support ~~((over the following))~~ in subsequent years
25 ~~((depending on the needs of the beginning educator));~~

26 (c) A goal to provide ~~((beginning teachers))~~ program participants
27 from underrepresented populations with a mentor who has strong ties
28 to underrepresented populations;

29 (d) Ongoing professional development ~~((for beginning educators~~
30 ~~that is))~~ designed to meet ~~((their))~~ the unique needs of each program
31 participant for supplemental training and skill development;

32 (e) Initial and ongoing professional development for mentors;

33 (f) Release time for mentors and ~~((their designated educators))~~
34 program participants to work together, as well as time for
35 ~~((educators))~~ program participants to observe accomplished peers;
36 ~~((and))~~

37 (g) To the extent possible, a school or classroom assignment that
38 is appropriate for a beginning principal, beginning educational staff
39 associate, or beginning teacher;

1 (h) Nonevaluative observations with written feedback for program
2 participants;

3 (i) Support in understanding and participating in the state and
4 district evaluation process and using the instructional framework,
5 leadership framework, or both, to promote growth;

6 (j) Adherence to research-based standards for beginning educator
7 induction developed by the office of the superintendent of public
8 instruction; and

9 (k) A program evaluation that identifies program strengths and
10 gaps using ((a standard evaluation tool provided from the office of
11 the superintendent of public instruction that measures increased
12 knowledge, skills)) the standards for beginning educator induction,
13 the retention of beginning educators, and positive impact on student
14 ((learning)) growth for program participants.

15 (6) ~~((Subject to the availability of amounts appropriated for~~
16 ~~this specific purpose,))~~ The beginning educator support team program
17 components under subsection ((3)) (5) of this section may be
18 provided for continuous improvement coaching to support educators on
19 probation under RCW 28A.405.100.

20 **EVALUATIONS**

21 **Sec. 303.** RCW 28A.405.100 and 2012 c 35 s 1 are each amended to
22 read as follows:

23 (1)(a) Except as provided in subsection (2) of this section, the
24 superintendent of public instruction shall establish and may amend
25 from time to time minimum criteria for the evaluation of the
26 professional performance capabilities and development of certificated
27 classroom teachers and certificated support personnel. For classroom
28 teachers the criteria shall be developed in the following categories:
29 Instructional skill; classroom management, professional preparation
30 and scholarship; effort toward improvement when needed; the handling
31 of student discipline and attendant problems; and interest in
32 teaching pupils and knowledge of subject matter.

33 (b) Every board of directors shall, in accordance with procedure
34 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and
35 41.59.920, establish evaluative criteria and procedures for all
36 certificated classroom teachers and certificated support personnel.
37 The evaluative criteria must contain as a minimum the criteria
38 established by the superintendent of public instruction pursuant to

1 this section and must be prepared within six months following
2 adoption of the superintendent of public instruction's minimum
3 criteria. The district must certify to the superintendent of public
4 instruction that evaluative criteria have been so prepared by the
5 district.

6 (2) (a) (~~Pursuant to the implementation schedule established in~~
7 ~~subsection (7) (c) of this section,~~) Every board of directors shall,
8 in accordance with procedures provided in RCW 41.59.010 through
9 41.59.170, 41.59.910, and 41.59.920, establish (~~revised~~) evaluative
10 criteria and a four-level rating system for all certificated
11 classroom teachers.

12 (b) The minimum criteria shall include: (i) Centering instruction
13 on high expectations for student achievement; (ii) demonstrating
14 effective teaching practices; (iii) recognizing individual student
15 learning needs and developing strategies to address those needs; (iv)
16 providing clear and intentional focus on subject matter content and
17 curriculum; (v) fostering and managing a safe, positive learning
18 environment; (vi) using multiple student data elements to modify
19 instruction and improve student learning; (vii) communicating and
20 collaborating with parents and the school community; and (viii)
21 exhibiting collaborative and collegial practices focused on improving
22 instructional practice and student learning. Student growth data must
23 be a substantial factor in evaluating the (~~summative~~) performance
24 of certificated classroom teachers for at least three of the
25 evaluation criteria listed in this subsection.

26 (c) The four-level rating system used to evaluate the
27 certificated classroom teacher must describe performance along a
28 continuum that indicates the extent to which the criteria have been
29 met or exceeded. The (~~summative~~) performance ratings shall be as
30 follows: Level 1 - unsatisfactory; level 2 - basic; level 3 -
31 proficient; and level 4 - distinguished. A classroom teacher shall
32 receive one of the four (~~summative~~) performance ratings for each of
33 the minimum criteria in (b) of this subsection and one of the four
34 (~~summative~~) performance ratings for the evaluation as a whole,
35 which shall be the comprehensive (~~summative-evaluation~~) performance
36 rating. (~~By December 1, 2012,~~) The superintendent of public
37 instruction must adopt rules prescribing a common method for
38 calculating the comprehensive (~~summative-evaluation~~) performance
39 rating for each of the preferred instructional frameworks, including
40 for a focused performance evaluation under subsection (12) of this

1 section, giving appropriate weight to the indicators evaluated under
2 each criteria and maximizing rater agreement among the frameworks.

3 (d) (~~By December 1, 2012,~~) The superintendent of public
4 instruction shall adopt rules that provide descriptors for each of
5 the (~~summative~~) performance ratings (~~, based on the development~~
6 ~~work of pilot school districts under subsection (7) of this section.~~
7 ~~Any subsequent changes to the descriptors by the superintendent may~~
8 ~~only be~~) with updates to the rules made following consultation with
9 (~~a group broadly reflective of the parties represented~~) the
10 steering committee described in subsection (7)(a)(i) of this section.

11 (e) (~~By September 1, 2012,~~) The superintendent of public
12 instruction shall identify up to three preferred instructional
13 frameworks that support the (~~revised~~) four-level rating evaluation
14 system. The instructional frameworks shall be research-based and
15 establish definitions or rubrics for each of the four (~~summative~~)
16 performance ratings for each evaluation criteria. Each school
17 district must adopt one of the preferred instructional frameworks and
18 post the selection on the district's web site. The superintendent of
19 public instruction shall establish a process for approving minor
20 modifications or adaptations to a preferred instructional framework
21 that may be proposed by a school district.

22 (f) Student growth data that is relevant to the teacher and
23 subject matter must be a factor in the evaluation process and must be
24 based on multiple measures that can include classroom-based, school-
25 based, district-based, and state-based tools. Student growth data
26 elements may include the teacher's performance as a member of a
27 grade-level, subject matter, or other instructional team within a
28 school when the use of this data is relevant and appropriate. Student
29 growth data elements may also include the teacher's performance as a
30 member of the overall instructional team of a school when use of this
31 data is relevant and appropriate. As used in this subsection,
32 "student growth" means the change in student achievement between two
33 points in time.

34 (g) Student input may also be included in the evaluation process.

35 (3)(a) Except as provided in subsection (11) of this section, it
36 shall be the responsibility of a principal or his or her designee to
37 evaluate all certificated personnel in his or her school. During each
38 school year all classroom teachers and certificated support personnel
39 shall be observed for the purposes of evaluation at least twice in
40 the performance of their assigned duties. Total observation time for

1 each employee for each school year shall be not less than sixty
2 minutes. An employee in the third year of provisional status as
3 defined in RCW 28A.405.220 shall be observed at least three times in
4 the performance of his or her duties and the total observation time
5 for the school year shall not be less than ninety minutes. Following
6 each observation, or series of observations, the principal or other
7 evaluator shall promptly document the results of the observation in
8 writing, and shall provide the employee with a copy thereof within
9 three days after such report is prepared. New employees shall be
10 observed at least once for a total observation time of thirty minutes
11 during the first ninety calendar days of their employment period.

12 (b) As used in this subsection and subsection (4) of this
13 section, "employees" means classroom teachers and certificated
14 support personnel except where otherwise specified.

15 (4) (a) At any time after October 15th, an employee whose work is
16 not judged satisfactory based on district evaluation criteria shall
17 be notified in writing of the specific areas of deficiencies along
18 with a reasonable program for improvement. For classroom teachers who
19 (~~have been transitioned to the revised evaluation system pursuant to~~
20 ~~the district implementation schedule adopted under subsection (7) (c)~~
21 ~~of this section~~) are required to be on the four-level rating
22 evaluation system, the following comprehensive (~~summative~~
23 ~~evaluation~~) performance ratings based on the evaluation criteria in
24 subsection (2) (b) of this section mean a classroom teacher's work is
25 not judged satisfactory:

26 (i) Level 1; or

27 (ii) Level 2 if the classroom teacher is a continuing contract
28 employee under RCW 28A.405.210 with more than five years of teaching
29 experience and if the level 2 comprehensive (~~summative evaluation~~)
30 performance rating has been received for two consecutive years or for
31 two years within a consecutive three-year time period.

32 (b) During the period of probation, the employee may not be
33 transferred from the supervision of the original evaluator.
34 Improvement of performance or probable cause for nonrenewal must
35 occur and be documented by the original evaluator before any
36 consideration of a request for transfer or reassignment as
37 contemplated by either the individual or the school district. A
38 probationary period of sixty school days shall be established. Days
39 may be added if deemed necessary to complete a program for
40 improvement and evaluate the probationer's performance, as long as

1 the probationary period is concluded before May 15th of the same
2 school year. The probationary period may be extended into the
3 following school year if the probationer has five or more years of
4 teaching experience and has a comprehensive (~~summative evaluation~~)
5 performance rating as of May 15th of less than level 2. The
6 establishment of a probationary period does not adversely affect the
7 contract status of an employee within the meaning of RCW 28A.405.300.
8 The purpose of the probationary period is to give the employee
9 opportunity to demonstrate improvements in his or her areas of
10 deficiency. The establishment of the probationary period and the
11 giving of the notice to the employee of deficiency shall be by the
12 school district superintendent and need not be submitted to the board
13 of directors for approval. During the probationary period the
14 evaluator shall meet with the employee at least twice monthly to
15 supervise and make a written evaluation of the progress, if any, made
16 by the employee. The evaluator may authorize one additional
17 certificated employee to evaluate the probationer and to aid the
18 employee in improving his or her areas of deficiency. Should the
19 evaluator not authorize such additional evaluator, the probationer
20 may request that an additional certificated employee evaluator become
21 part of the probationary process and this request must be implemented
22 by including an additional experienced evaluator assigned by the
23 educational service district in which the school district is located
24 and selected from a list of evaluation specialists compiled by the
25 educational service district. Such additional certificated employee
26 shall be immune from any civil liability that might otherwise be
27 incurred or imposed with regard to the good faith performance of such
28 evaluation. If a procedural error occurs in the implementation of a
29 program for improvement, the error does not invalidate the
30 probationer's plan for improvement or evaluation activities unless
31 the error materially affects the effectiveness of the plan or the
32 ability to evaluate the probationer's performance. The probationer
33 must be removed from probation if he or she has demonstrated
34 improvement to the satisfaction of the evaluator in those areas
35 specifically detailed in his or her initial notice of deficiency and
36 subsequently detailed in his or her program for improvement. A
37 classroom teacher who (~~has been transitioned to the revised
38 evaluation system pursuant to the district implementation schedule
39 adopted under subsection (7)(c) of this section~~) is required to be
40 on the four-level rating evaluation system must be removed from

1 probation if he or she has demonstrated improvement that results in a
2 new comprehensive (~~summative evaluation~~) performance rating of
3 level 2 or above for a provisional employee or a continuing contract
4 employee with five or fewer years of experience, or of level 3 or
5 above for a continuing contract employee with more than five years of
6 experience. Lack of necessary improvement during the established
7 probationary period, as specifically documented in writing with
8 notification to the probationer constitutes grounds for a finding of
9 probable cause under RCW 28A.405.300 or 28A.405.210.

10 (c) When a continuing contract employee with five or more years
11 of experience receives a comprehensive (~~summative evaluation~~)
12 performance rating below level 2 for two consecutive years, the
13 school district shall, within ten days of the completion of the
14 second (~~summative~~) comprehensive (~~comprehensive summative~~)
15 performance evaluation or May 15th, whichever occurs first, implement
16 the employee notification of discharge as provided in RCW
17 28A.405.300.

18 (d) Immediately following the completion of a probationary period
19 that does not produce performance changes detailed in the initial
20 notice of deficiencies and program for improvement, the employee may
21 be removed from his or her assignment and placed into an alternative
22 assignment for the remainder of the school year. In the case of a
23 classroom teacher who (~~has been transitioned to the revised~~
24 ~~evaluation system pursuant to the district implementation schedule~~
25 ~~adopted under subsection (7)(c) of this section~~) is required to be
26 on the four-level rating evaluation system, the teacher may be
27 removed from his or her assignment and placed into an alternative
28 assignment for the remainder of the school year immediately following
29 the completion of a probationary period that does not result in the
30 required comprehensive (~~summative evaluation~~) performance ratings
31 specified in (b) of this subsection. This reassignment may not
32 displace another employee nor may it adversely affect the
33 probationary employee's compensation or benefits for the remainder of
34 the employee's contract year. If such reassignment is not possible,
35 the district may, at its option, place the employee on paid leave for
36 the balance of the contract term.

37 (5) Every board of directors shall establish evaluative criteria
38 and procedures for all superintendents, principals, and other
39 administrators. It shall be the responsibility of the district
40 superintendent or his or her designee to evaluate all administrators.

1 Except as provided in subsection (6) of this section, such evaluation
2 shall be based on the administrative position job description. Such
3 criteria, when applicable, shall include at least the following
4 categories: Knowledge of, experience in, and training in recognizing
5 good professional performance, capabilities and development; school
6 administration and management; school finance; professional
7 preparation and scholarship; effort toward improvement when needed;
8 interest in pupils, employees, patrons and subjects taught in school;
9 leadership; and ability and performance of evaluation of school
10 personnel.

11 (6) (a) (~~Pursuant to the implementation schedule established by~~
12 ~~subsection (7) (b) of this section,~~) Every board of directors shall
13 establish (~~revised~~) evaluative criteria and a four-level rating
14 system for principals.

15 (b) The minimum criteria shall include: (i) Creating a school
16 culture that promotes the ongoing improvement of learning and
17 teaching for students and staff; (ii) demonstrating commitment to
18 closing the achievement gap; (iii) providing for school safety; (iv)
19 leading the development, implementation, and evaluation of a data-
20 driven plan for increasing student achievement, including the use of
21 multiple student data elements; (v) assisting instructional staff
22 with alignment of curriculum, instruction, and assessment with state
23 and local district learning goals; (vi) monitoring, assisting, and
24 evaluating effective instruction and assessment practices; (vii)
25 managing both staff and fiscal resources to support student
26 achievement and legal responsibilities; and (viii) partnering with
27 the school community to promote student learning. Student growth data
28 must be a substantial factor in evaluating the (~~summative~~)
29 performance of the principal for at least three of the evaluation
30 criteria listed in this subsection.

31 (c) The four-level rating system used to evaluate the principal
32 must describe performance along a continuum that indicates the extent
33 to which the criteria have been met or exceeded. The (~~summative~~)
34 performance ratings shall be as follows: Level 1 - unsatisfactory;
35 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A
36 principal shall receive one of the four (~~summative~~) performance
37 ratings for each of the minimum criteria in (b) of this subsection
38 and one of the four (~~summative~~) performance ratings for the
39 evaluation as a whole, which shall be the comprehensive (~~summative~~
40 ~~evaluation~~) performance rating.

1 (d) (~~By December 1, 2012,~~) The superintendent of public
2 instruction shall adopt rules that provide descriptors for each of
3 the (~~summative~~) performance ratings, (~~based on the development~~
4 ~~work of pilot school districts under subsection (7) of this section.~~
5 ~~Any subsequent changes to the descriptors by the superintendent may~~
6 ~~only be~~) with updates to the rules made following consultation with
7 (~~a group broadly reflective of the parties represented~~) the
8 steering committee described in subsection (7) (a) (i) of this section.

9 (e) (~~By September 1, 2012,~~) The superintendent of public
10 instruction shall identify up to three preferred leadership
11 frameworks that support the (~~revised~~) four-level rating evaluation
12 system. The leadership frameworks shall be research-based and
13 establish definitions or rubrics for each of the four performance
14 ratings for each evaluation criteria. Each school district shall
15 adopt one of the preferred leadership frameworks and post the
16 selection on the district's web site. The superintendent of public
17 instruction shall establish a process for approving minor
18 modifications or adaptations to a preferred leadership framework that
19 may be proposed by a school district.

20 (f) Student growth data that is relevant to the principal must be
21 a factor in the evaluation process and must be based on multiple
22 measures that can include classroom-based, school-based, district-
23 based, and state-based tools. As used in this subsection, "student
24 growth" means the change in student achievement between two points in
25 time.

26 (g) Input from building staff may also be included in the
27 evaluation process.

28 (~~For principals who have been transitioned to the revised~~
29 ~~evaluation system pursuant to the district implementation schedule~~
30 ~~adopted under subsection (7) (c) of this section,~~) The following
31 comprehensive (~~summative evaluation~~) performance ratings mean a
32 principal's work is not judged satisfactory:

33 (i) Level 1; or

34 (ii) Level 2 if the principal has more than five years of
35 experience in the principal role and if the level 2 comprehensive
36 (~~summative evaluation~~) performance rating has been received for two
37 consecutive years or for two years within a consecutive three-year
38 time period.

39 (7) (a) (~~The superintendent of public instruction, in~~
40 ~~collaboration with state associations representing teachers,~~

1 principals, administrators, school board members, and parents, to be
2 known as the steering committee, shall create models for implementing
3 the evaluation system criteria, student growth tools, professional
4 development programs, and evaluator training for certificated
5 classroom teachers and principals. Human resources specialists,
6 professional development experts, and assessment experts must also be
7 consulted. Due to the diversity of teaching assignments and the many
8 developmental levels of students, classroom teachers and principals
9 must be prominently represented in this work. The models must be
10 available for use in the 2011-12 school year.

11 (b) A new certificated classroom teacher evaluation system that
12 implements the provisions of subsection (2) of this section and a new
13 principal evaluation system that implements the provisions of
14 subsection (6) of this section shall be phased in beginning with the
15 2010-11 school year by districts identified in (d) of this subsection
16 and implemented in all school districts beginning with the 2013-14
17 school year.

18 (c) Each school district board of directors shall adopt a
19 schedule for implementation of the revised evaluation systems that
20 transitions a portion of classroom teachers and principals in the
21 district to the revised evaluation systems each year beginning no
22 later than the 2013-14 school year, until all classroom teachers and
23 principals are being evaluated under the revised evaluation systems
24 no later than the 2015-16 school year. A school district is not
25 precluded from completing the transition of all classroom teachers
26 and principals to the revised evaluation systems before the 2015-16
27 school year. The schedule adopted under this subsection (7)(c) must
28 provide that the following employees are transitioned to the revised
29 evaluation systems beginning in the 2013-14 school year:

30 (i) Classroom teachers who are provisional employees under RCW
31 28A.405.220;

32 (ii) Classroom teachers who are on probation under subsection (4)
33 of this section;

34 (iii) Principals in the first three consecutive school years of
35 employment as a principal;

36 (iv) Principals whose work is not judged satisfactory in their
37 most recent evaluation; and

38 (v) Principals previously employed as a principal by another
39 school district in the state of Washington for three or more

1 consecutive school years and in the first full year as a principal in
2 the school district.

3 (d) A set of school districts shall be selected by the
4 superintendent of public instruction to participate in a
5 collaborative process resulting in the development and piloting of
6 new certificated classroom teacher and principal evaluation systems
7 during the 2010-11 and 2011-12 school years. These school districts
8 must be selected based on: (i) The agreement of the local
9 associations representing classroom teachers and principals to
10 collaborate with the district in this developmental work and (ii) the
11 agreement to participate in the full range of development and
12 implementation activities, including: Development of rubrics for the
13 evaluation criteria and ratings in subsections (2) and (6) of this
14 section; identification of or development of appropriate multiple
15 measures of student growth in subsections (2) and (6) of this
16 section; development of appropriate evaluation system forms;
17 participation in professional development for principals and
18 classroom teachers regarding the content of the new evaluation
19 system; participation in evaluator training; and participation in
20 activities to evaluate the effectiveness of the new systems and
21 support programs. The school districts must submit to the office of
22 the superintendent of public instruction data that is used in
23 evaluations and all district-collected student achievement, aptitude,
24 and growth data regardless of whether the data is used in
25 evaluations. If the data is not available electronically, the
26 district may submit it in nonelectronic form. The superintendent of
27 public instruction must analyze the districts' use of student data in
28 evaluations, including examining the extent that student data is not
29 used or is underutilized. The superintendent of public instruction
30 must also consult with participating districts and stakeholders,
31 recommend appropriate changes, and address statewide implementation
32 issues. The superintendent of public instruction shall report
33 evaluation system implementation status, evaluation data, and
34 recommendations to appropriate committees of the legislature and
35 governor by July 1, 2011, and at the conclusion of the development
36 phase by July 1, 2012. In the July 1, 2011, report, the
37 superintendent shall include recommendations for whether a single
38 statewide evaluation model should be adopted, whether modified
39 versions developed by school districts should be subject to state
40 approval, and what the criteria would be for determining if a school

1 district's evaluation model meets or exceeds a statewide model. The
2 report shall also identify challenges posed by requiring a state
3 approval process.

4 (e) (i) The steering committee in subsection (7) (a) of this
5 section and the pilot school districts in subsection (7) (d) of this
6 section shall continue to examine implementation issues and refine
7 tools for the new certificated classroom teacher evaluation system in
8 subsection (2) of this section and the new principal evaluation
9 system in subsection (6) of this section during the 2013-14 through
10 2015-16 implementation phase.

11 (ii) Particular attention shall be given to the following issues:

12 (A) Developing a report for the legislature and governor, due by
13 December 1, 2013, of best practices and recommendations regarding how
14 teacher and principal evaluations and other appropriate elements
15 shall inform school district human resource and personnel practices.
16 The legislature and governor are provided the opportunity to review
17 the report and recommendations during the 2014 legislative session;

18 (B) Taking the new teacher and principal evaluation systems to
19 scale and the use of best practices for statewide implementation;

20 (C) Providing guidance regarding the use of student growth data
21 to assure it is used responsibly and with integrity;

22 (D) Refining evaluation system management tools, professional
23 development programs, and evaluator training programs with an
24 emphasis on developing rater reliability;

25 (E) Reviewing emerging research regarding teacher and principal
26 evaluation systems and the development and implementation of
27 evaluation systems in other states;

28 (F) Reviewing the impact that variable demographic
29 characteristics of students and schools have on the objectivity,
30 reliability, validity, and availability of student growth data; and

31 (G) Developing recommendations regarding how teacher evaluations
32 could inform state policies regarding the criteria for a teacher to
33 obtain continuing contract status under RCW 28A.405.210. In
34 developing these recommendations the experiences of school districts
35 and teachers during the evaluation transition phase must be
36 considered. Recommendations must be reported by July 1, 2016, to the
37 legislature and the governor.

38 (iii) To support the tasks in (e) (ii) of this subsection, the
39 superintendent of public instruction may contract with an independent
40 research organization with expertise in educator evaluations and

1 ~~knowledge of the revised evaluation systems being implemented under~~
2 ~~this section.~~

3 ~~(iv))~~ (i) The steering committee is composed of the following
4 participants: State associations representing teachers, principals,
5 administrators, school board members, and parents.

6 (ii) The superintendent of public instruction, in collaboration
7 with the steering committee, shall periodically examine
8 implementation issues and refine tools for the teacher and principal
9 four-level rating evaluation systems, including professional learning
10 that addresses issues of equity through the lens of the selected
11 instructional and leadership frameworks.

12 (b) The superintendent of public instruction shall monitor the
13 statewide implementation of ((revised)) teacher and principal four-
14 level rating evaluation systems using data reported under RCW
15 28A.150.230 as well as periodic input from focus groups of
16 administrators, principals, and teachers.

17 ~~((v) The superintendent of public instruction shall submit~~
18 ~~reports detailing findings, emergent issues or trends,~~
19 ~~recommendations from the steering committee, and pilot school~~
20 ~~districts, and other recommendations, to enhance implementation and~~
21 ~~continuous improvement of the revised evaluation systems to~~
22 ~~appropriate committees of the legislature and the governor beginning~~
23 ~~July 1, 2013, and each July 1st thereafter for each year of the~~
24 ~~school district implementation transition period concluding with a~~
25 ~~report on December 1, 2016.))~~

26 (8) (a) Beginning with the 2015-16 school year, evaluation results
27 for certificated classroom teachers and principals must be used as
28 one of multiple factors in making human resource and personnel
29 decisions. Human resource decisions include, but are not limited to:
30 Staff assignment, including the consideration of an agreement to an
31 assignment by an appropriate teacher, principal, and superintendent;
32 and reduction in force. Nothing in this section limits the ability to
33 collectively bargain how the multiple factors shall be used in making
34 human resource or personnel decisions, with the exception that
35 evaluation results must be a factor.

36 (b) The office of the superintendent of public instruction must,
37 in accordance with RCW 43.01.036, report to the legislature and the
38 governor regarding the school district implementation of the
39 provisions of (a) of this subsection by December 1, ~~((2017))~~ 2019,
40 and December 1, 2020.

1 (9) Each certificated classroom teacher and certificated support
2 personnel shall have the opportunity for confidential conferences
3 with his or her immediate supervisor on no less than two occasions in
4 each school year. Such confidential conference shall have as its sole
5 purpose the aiding of the administrator in his or her assessment of
6 the employee's professional performance.

7 (10) The failure of any evaluator to evaluate or supervise or
8 cause the evaluation or supervision of certificated classroom
9 teachers and certificated support personnel or administrators in
10 accordance with this section, as now or hereafter amended, when it is
11 his or her specific assigned or delegated responsibility to do so,
12 shall be sufficient cause for the nonrenewal of any such evaluator's
13 contract under RCW 28A.405.210, or the discharge of such evaluator
14 under RCW 28A.405.300.

15 (11) After a certificated classroom teacher (~~(or)~~) who is not
16 required to be on the four-level rating evaluation system or a
17 certificated support personnel has four years of satisfactory
18 evaluations under subsection (1) of this section, a school district
19 may use a short form of evaluation, a locally bargained evaluation
20 emphasizing professional growth, an evaluation under subsection (1)
21 or (2) of this section, or any combination thereof. The short form of
22 evaluation shall include either a thirty minute observation during
23 the school year with a written summary or a final annual written
24 evaluation based on the criteria in subsection (1) or (2) of this
25 section and based on at least two observation periods during the
26 school year totaling at least sixty minutes without a written summary
27 of such observations being prepared. A locally bargained short-form
28 evaluation emphasizing professional growth must provide that the
29 professional growth activity conducted by the certificated classroom
30 teacher be specifically linked to one or more of the certificated
31 classroom teacher evaluation criteria. However, the evaluation
32 process set forth in subsection (1) or (2) of this section shall be
33 followed at least once every three years unless this time is extended
34 by a local school district under the bargaining process set forth in
35 chapter 41.59 RCW. The employee or evaluator may require that the
36 evaluation process set forth in subsection (1) or (2) of this section
37 be conducted in any given school year. No evaluation other than the
38 evaluation authorized under subsection (1) or (2) of this section may
39 be used as a basis for determining that an employee's work is not
40 satisfactory under subsection (1) or (2) of this section or as

1 probable cause for the nonrenewal of an employee's contract under RCW
2 28A.405.210 unless an evaluation process developed under chapter
3 41.59 RCW determines otherwise. (~~The provisions of this subsection~~
4 ~~apply to certificated classroom teachers only until the teacher has~~
5 ~~been transitioned to the revised evaluation system pursuant to the~~
6 ~~district implementation schedule adopted under subsection (7)(c) of~~
7 ~~this section.~~)

8 (12) (~~All~~) Certificated classroom teachers and principals who
9 (~~have been transitioned to the revised evaluation systems pursuant~~
10 ~~to the district implementation schedule adopted under subsection~~
11 ~~(7)(c) of this section)~~) are required to be on the four-level rating
12 evaluation system must receive annual performance evaluations as
13 provided in this subsection(~~(7)~~) (12).

14 (a) (~~All classroom teachers and principals shall receive a~~
15 ~~comprehensive summative evaluation at least once every four years.~~)
16 A comprehensive (~~summative~~) performance evaluation assesses all
17 eight evaluation criteria and all criteria contribute to the
18 comprehensive (~~summative evaluation~~) performance rating. Classroom
19 teachers and principals must receive a comprehensive performance
20 evaluation according to the schedule specified in (b) of this
21 subsection.

22 (b)(i) Except as otherwise provided in this subsection (12)(b),
23 classroom teachers and principals must receive a comprehensive
24 performance evaluation at least once every six years.

25 (~~(b)~~) (ii) The following (~~categories~~) types of classroom
26 teachers and principals (~~shall~~) must receive an annual
27 comprehensive (~~summative~~) performance evaluation:

28 (~~(i)~~) (A) A classroom teacher(~~s~~) who (~~are~~) is a provisional
29 employee(~~s~~) under RCW 28A.405.220;

30 (~~(ii)~~) (B) A principal(~~s~~) in the first three consecutive
31 school years of employment as a principal;

32 (~~(iii)~~) (C) A principal(~~s~~) previously employed as a principal
33 by another school district in the state of Washington for three or
34 more consecutive school years and in the first full year as a
35 principal in the school district; and

36 (~~(iv Any)~~) (D) A classroom teacher or principal who received a
37 comprehensive (~~summative evaluation~~) performance rating of level 1
38 or level 2 in the previous school year.

39 (c)(i) In the years when a comprehensive (~~summative~~)
40 performance evaluation is not required, classroom teachers and

1 principals who received a comprehensive (~~summative~~ evaluation)
2 performance rating of level 3 or above in (~~the previous school~~
3 ~~year~~) their previous comprehensive performance evaluation are
4 required to complete a focused performance evaluation. A focused
5 performance evaluation includes an assessment of one of the eight
6 criteria selected for a performance rating plus professional growth
7 activities specifically linked to the selected criteria.

8 (ii) The selected criteria must be approved by the teacher's or
9 principal's evaluator and may have been identified in a previous
10 comprehensive (~~summative~~) performance evaluation as benefiting from
11 additional attention. A group of teachers may focus on the same
12 evaluation criteria and share professional growth activities. A group
13 of principals may focus on the same evaluation criteria and share
14 professional growth activities.

15 (iii) The evaluator must assign a (~~comprehensive~~ ~~summative~~
16 ~~evaluation~~) performance rating for the focused performance
17 evaluation using the methodology adopted by the superintendent of
18 public instruction for the instructional or leadership framework
19 being used.

20 (iv) A teacher or principal may be transferred from a focused
21 performance evaluation to a comprehensive (~~summative~~) performance
22 evaluation at the request of the teacher or principal, or at the
23 direction of the teacher's or principal's evaluator.

24 (v) Due to the importance of instructional leadership and
25 assuring rater agreement among evaluators, particularly those
26 evaluating teacher performance, school districts are encouraged to
27 conduct comprehensive (~~summative~~) performance evaluations of
28 principals (~~performance~~) on an annual basis.

29 (vi) A classroom teacher or principal may apply the focused
30 performance evaluation professional growth activities toward the
31 professional growth plan for (~~professional~~) certificate renewal as
32 required by the Washington professional educator standards board.

33 (13) Each school district is encouraged to acknowledge and
34 recognize classroom teachers and principals who have attained level 4
35 - distinguished performance ratings.

36 **Sec. 304.** RCW 28A.410.278 and 2012 c 35 s 4 are each amended to
37 read as follows:

38 REDUCING TRAINING REQUIREMENTS. (1)(~~(a)~~) After August 31, 2013,
39 candidates for a residency principal certificate must have

1 demonstrated knowledge of teacher evaluation research and
2 Washington's evaluation requirements and successfully completed
3 opportunities to practice teacher evaluation skills.

4 ~~((b))~~ (2) At a minimum, principal preparation programs must
5 address the following knowledge and skills related to evaluations
6 under RCW 28A.405.100:

7 ~~((i))~~ (a) Examination of ~~((Washington))~~ teacher and principal
8 evaluation criteria, and ~~((four-tiered performance))~~ four-level
9 rating evaluation system, and the preferred instructional and
10 leadership frameworks used to describe the evaluation criteria;

11 ~~((ii))~~ (b) Classroom observations;

12 ~~((iii))~~ (c) The use of student growth data and multiple
13 measures of performance;

14 ~~((iv))~~ (d) Evaluation conferencing;

15 ~~((v))~~ (e) Development of classroom teacher and principal
16 support plans resulting from an evaluation; and

17 ~~((vi))~~ (f) Use of an online tool to manage the collection of
18 observation notes, teacher and principal-submitted materials, and
19 other information related to the conduct of the evaluation.

20 ~~((2) Beginning September 1, 2016, the professional educator
21 standards board shall incorporate in-service training or continuing
22 education on the revised teacher and principal evaluation systems
23 under RCW 28A.405.100 as a requirement for renewal of continuing or
24 professional level certificates, including requiring knowledge and
25 competencies in teacher and principal evaluation systems as an aspect
26 of professional growth plans used for certificate renewal.))~~

27 **MICROCREDENTIALS**

28 NEW SECTION. **Sec. 305.** A new section is added to chapter
29 28A.630 RCW to read as follows:

30 (1) By October 31, 2019, and in compliance with RCW 43.01.036,
31 the Washington professional educator standards board must report to
32 the appropriate committees of the legislature on the results of the
33 three microcredential pilot grant programs the board conducted during
34 the 2018-19 academic year. The report must include: (a) A description
35 of microcredentials and how microcredentials are used; (b) a
36 description of and rationale for each microcredential pilot grant
37 program; (c) information on the participants in each program, such as
38 demographics and geographic distribution; and (d) the results of each

1 program, including the number of participants who completed the
2 program and earned a microcredential. The report must also include
3 recommendations for continuing, modifying, or expanding the use of
4 microcredentials.

5 (2) This section expires July 1, 2020.

6 NEW SECTION. **Sec. 306.** A new section is added to chapter
7 28A.410 RCW to read as follows:

8 The Washington professional educator standards board is
9 prohibited from expanding the use of microcredentials beyond the
10 microcredential pilot grant programs in existence on the effective
11 date of this section unless and until the legislature directs the
12 board to do so.

13 **POSTRETIREMENT EMPLOYMENT**

14 **Sec. 307.** RCW 41.32.068 and 2016 c 233 s 7 are each amended to
15 read as follows:

16 In addition to the postretirement employment options available in
17 RCW 41.32.802 or 41.32.862, (~~(and only until August 1, 2020,)~~) a
18 teacher in plan 2 or plan 3 who has retired under the alternate early
19 retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) may
20 be employed with an employer for up to eight hundred sixty-seven
21 hours per calendar year without suspension of his or her benefit,
22 provided that: (1) The retired teacher reenters employment more than
23 one calendar month after his or her accrual date and after June 9,
24 2016; (2) (~~([the retired teacher])~~) the retired teacher is employed
25 (~~(exclusively as either a substitute teacher as defined in RCW~~
26 ~~41.32.010(48)(a) in an instructional capacity, as opposed to other~~
27 ~~capacities identified in RCW 41.32.010(49); and (3) the employing~~
28 ~~school district compensates the district's substitute teachers at a~~
29 ~~rate that is at least eighty-five percent of the full daily amount~~
30 ~~allocated by the state to the district for substitute teacher~~
31 ~~compensation)) in a nonadministrative capacity.~~

32 NEW SECTION. **Sec. 308.** A new section is added to chapter 41.35
33 RCW to read as follows:

34 In addition to the postretirement employment options available in
35 RCW 41.35.060, a retiree in the school employees' retirement system
36 plan 2 or plan 3 who has retired under the alternate early retirement

1 provisions of RCW 41.35.420(3)(b) or 41.35.680(3)(b) may be employed
2 with an employer for up to eight hundred sixty-seven hours per
3 calendar year without suspension of his or her benefit, provided
4 that: (1) The retiree reenters employment more than one calendar
5 month after his or her accrual date; and (2) the retiree is employed
6 in a nonadministrative position.

7 NEW SECTION. **Sec. 309.** 2016 c 233 s 19 (uncodified) is
8 repealed.

9 **REPRIMAND CONSIDERATIONS STUDY**

10 NEW SECTION. **Sec. 310.** By December 1, 2020, the office of the
11 superintendent of public instruction and the Washington professional
12 educator standards board shall jointly report to the education
13 committees of the legislature regarding the effect that discipline
14 issued against professional educator certificates under RCW
15 28A.410.090 has on the recruitment and retention of educators in
16 Washington state. The report must include at least the following:

17 (1) A comparison of the laws governing educator certificate
18 discipline to the uniform disciplinary act, chapter 18.130 RCW;

19 (2) Recommendations regarding alternative forms of discipline
20 that may be imposed on certificates of professional educators,
21 including probation, the payment of a fine, and corrective action;

22 (3) Recommendations regarding the improvement of the
23 administration of professional educator certificate discipline in
24 Washington; and

25 (4) A recommendation regarding whether the Washington
26 professional educator standards board should be authorized to
27 establish a process for review and expungement of reprimands issued
28 against educator certifications.

29 **PART IV**
30 **STRENGTHENING AND SUPPORTING PROFESSIONAL**
31 **PATHWAYS FOR EDUCATORS—THE COLLABORATIVE**

32 NEW SECTION. **Sec. 401.** FINDINGS—INTENT. (1) The legislature
33 finds that additional time and resources are necessary to establish a
34 comprehensive and coordinated long-term vision that addresses
35 Washington's demands for an excellent, effective educator workforce.

1 The legislature recognizes that such an undertaking requires focused
2 efforts to develop meaningful policy options to expand the current
3 and future workforce supply.

4 (2) Therefore, the legislature intends to establish a
5 professional educator collaborative, including a variety of
6 stakeholders, to make recommendations on how to improve and
7 strengthen state policies, programs, and pathways that lead to highly
8 effective educators at each level of the public common school system.

9 NEW SECTION. **Sec. 402.** A new section is added to chapter
10 28A.410 RCW to read as follows:

11 THE COLLABORATIVE. (1) For the purpose of this section,
12 "educator" means a paraeducator, teacher, principal, administrator,
13 superintendent, school counselor, school psychologist, school social
14 worker, school nurse, school physical therapist, school occupational
15 therapist, or school speech-language pathologist or audiologist.
16 "Educator" includes persons who hold, or have held, certificates as
17 authorized by rule of the Washington professional educator standards
18 board.

19 (2) (a) The professional educator collaborative is established to
20 make recommendations on how to improve and strengthen state policies,
21 programs, and pathways that lead to highly effective educators at
22 each level of the public school system.

23 (b) The collaborative shall examine issues related to educator
24 recruitment, certification, retention, professional learning and
25 development, leadership, and evaluation for effectiveness. The
26 examination must consider what barriers and deterrents hinder the
27 recruitment and retention of professional educators, including those
28 from underrepresented populations. The collaborative shall also
29 consider what incentives and supports could be provided at each stage
30 of an educator's career to produce a more effective educational
31 system. Specifically, the collaborative must review the following
32 issues:

33 (i) Educator recruitment, including the role of school districts,
34 community and technical colleges, preparation programs, and
35 communities, and the efficacy of financial incentives and other types
36 of support on recruitment;

37 (ii) Educator preparation, including traditional and alternative
38 route program design and content, the role of community and technical
39 colleges, field experience duration and quality, the efficacy of

1 financial assistance and incentives on program completion, school
2 district and community connections, and the need for and efficacy of
3 academic and social support for students;

4 (iii) Educator certificate types and tiers, including
5 requirements for an initial or first-tier certificate, requirements
6 for advanced certificates, and requirements that are transferable
7 between certificate types;

8 (iv) Educator certificate renewal requirements, including
9 comparing professional growth plan requirements with the teacher and
10 principal residency certificate renewal requirements established in
11 RCW 28A.410.251;

12 (v) Educator evaluation, including comparison to educator
13 certificate renewal requirements to determine inconsistent or
14 duplicative requirements or efforts, implementation issues and tool
15 refinement, and relationship with educator compensation;

16 (vi) Educator certificate reciprocity;

17 (vii) Professional learning and development opportunities,
18 particularly for mid-career teachers;

19 (viii) Leadership in the education system, including best
20 practices of high quality leaders, training for principals and
21 administrators, and identifying and developing teachers as leaders;
22 and

23 (ix) Systems monitoring, including collection of outcomes data on
24 educator production, employment, and retention, and the value in a
25 cost-benefit analysis of state recruitment and retention activities.

26 (3) (a) The members of the collaborative must include
27 representatives of the following organizations:

28 (i) The two largest caucuses of the senate and the house of
29 representatives, appointed by the president of the senate and the
30 speaker of the house of representatives, respectively;

31 (ii) The Washington professional educator standards board;

32 (iii) The office of the superintendent of public instruction;

33 (iv) The Washington association of colleges for teacher
34 education;

35 (v) The Washington state school directors' association;

36 (vi) The Washington education association;

37 (vii) The Washington association of school administrators;

38 (viii) The association of Washington school principals; and

39 (ix) The association of Washington school counselors.

1 (b) Each organization listed in (a) of this subsection must
2 designate one voting member, except that each legislator is a voting
3 member.

4 (c) The collaborative shall choose its chair or cochairs from
5 among its members.

6 (d) The voting members of the collaborative, where appropriate,
7 may consult with stakeholders, including representatives of other
8 educator associations, or ask stakeholders to establish an advisory
9 committee. Members of such an advisory committee are not entitled to
10 expense reimbursement.

11 (e) The voting members of the collaborative must consult with the
12 student achievement council's office of student financial assistance
13 on issues related to financial incentives, assistance, and supports.

14 (4)(a) Staff support for the collaborative must be provided by
15 the Washington professional educator standards board, and from other
16 state agencies, including the office of the superintendent of public
17 instruction, if requested by the collaborative.

18 (b) The Washington professional educator standards board must
19 convene the initial meeting of the collaborative within sixty days of
20 the effective date of this section.

21 (5) The collaborative must contract with a nonprofit, nonpartisan
22 institute that conducts independent, high quality research to improve
23 education policy and practice and that works with policymakers,
24 researchers, educators, and others to advance evidence-based policies
25 that support equitable learning for each child for the purpose of
26 consultation and guidance on meeting agendas and materials
27 development, meeting facilitation, documenting collaborative
28 discussions and recommendations, locating and summarizing useful
29 policy and research documents, and drafting required reports.

30 (6) Legislative members of the collaborative are reimbursed for
31 travel expenses in accordance with RCW 44.04.120. Nonlegislative
32 members are not entitled to be reimbursed for travel expenses if they
33 are elected officials or are participating on behalf of an employer,
34 governmental entity, or other organization. Any reimbursement for
35 other nonlegislative members is subject to chapter 43.03 RCW.

36 (7)(a) By November 1, 2020, and in compliance with RCW 43.01.036,
37 the collaborative shall submit a preliminary report to the education
38 committees of the legislature that makes recommendations on the
39 educator certificate types, tiers, and renewal issues described in
40 subsection (2) of this section. The report must also describe the

1 activities of the collaborative to date, and include any preliminary
2 recommendations agreed to by the collaborative on other issues
3 described in subsection (2) of this section.

4 (b) By November 1, 2021, and in compliance with RCW 43.01.036,
5 the collaborative shall submit a final report to the education
6 committees of the legislature that describes the activities of the
7 collaborative since the preliminary report and makes recommendations
8 on each issue described in subsection (2) of this section, including
9 the fiscal implications of each recommendation at the state and local
10 level. The report must also describe the expected efficiencies
11 achieved by implementing the recommended comprehensive and
12 coordinated system.

13 (8) This section expires July 1, 2022.

14 NEW SECTION. **Sec. 403.** This act is necessary for the immediate
15 preservation of the public peace, health, or safety, or support of
16 the state government and its existing public institutions, and takes
17 effect immediately.

18 NEW SECTION. **Sec. 404.** If specific funding for the purposes of
19 this act, referencing this act by bill or chapter number, is not
20 provided by June 30, 2019, in the omnibus appropriations act, this
21 act is null and void."

E2SHB 1139 - S COMM AMD

By Committee on Early Learning & K-12 Education

OUT OF ORDER 04/15/2019

22 On page 1, line 8 of the title, after "opportunities;" strike the
23 remainder of the title and insert "amending RCW 28A.415.370,
24 28A.180.120, 28A.660.020, 28A.660.035, 28B.10.033, 28B.76.699,
25 28A.630.205, 28B.102.020, 28B.102.030, 28B.102.045, 28B.102.090,
26 28A.660.042, 28A.660.045, 28B.102.055, 28B.102.080, 28B.15.558,
27 28A.415.265, 28A.405.100, 28A.410.278, and 41.32.068; reenacting and
28 amending RCW 43.79A.040; adding a new section to chapter 28A.310 RCW;
29 adding new sections to chapter 28A.630 RCW; adding new sections to
30 chapter 28A.410 RCW; adding a new section to chapter 28B.10 RCW;
31 adding a new section to chapter 28B.76 RCW; adding new sections to
32 chapter 28B.102 RCW; adding a new section to chapter 28A.660 RCW;

1 adding a new section to chapter 41.35 RCW; creating new sections;
2 recodifying RCW 28A.630.205, 28A.660.042, and 28A.660.045; repealing
3 RCW 28B.102.010, 28B.102.040, 28B.102.050, 28B.102.060, 28A.660.050,
4 and 28A.660.055; repealing 2016 c 233 s 19 (uncodified); providing
5 expiration dates; and declaring an emergency."

EFFECT: (1) Requires OSPI to administer the regional educator recruitment grant program, as opposed to PESB.

(2) Increases the number of educational service districts to be awarded under grant program from two to three.

(3) Requires OSPI and PESB to report to the legislature regarding the effect of discipline on the recruitment and retention of educators, including comparisons to other professions and recommendations.

(4) Removes the requirement that PESB establish a process for the expungement of certificate reprimands that occurred no more than five years prior to the application.

--- END ---