

SENATE BILL REPORT

ESHB 1426

As of March 19, 2021

Title: An act relating to specifying minimum continuing education requirements for administrator and teacher certificate renewals that focus on equity-based school and classroom practices.

Brief Description: Specifying minimum continuing education requirements for administrator and teacher certificate renewals that focus on equity-based school and classroom practices.

Sponsors: House Committee on Education (originally sponsored by Representatives Santos, Lekanoff, Johnson, J., Ortiz-Self, Davis, Simmons, Bergquist, Callan, Berg and Pollet).

Brief History: Passed House: 3/1/21, 74-24.

Committee Activity: Early Learning & K-12 Education: 3/19/21.

Brief Summary of Bill

- Specifies content requirements and authorized providers for continuing education required for teacher and administrator certificate renewal.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Benjamin Omdal (786-7442)

Background: Washington State law tasks the Professional Educator Standards Board (PESB) with adopting rules and creating policies for the preparation and certification of educators, including the types of educator certificates to be issued and the conditions for certification.

Teachers and administrators holding residency, professional, initial, and continuing certificates must complete continuing education requirements to renew their professional certificates every five years. These include completing one of the following requirements:

- 100 clock hours or the equivalent in college credit;

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- four professional growth plans (PGPs); or
- a combination of PGPs and clock hours.

Teachers with an endorsement in science, technology, engineering, or mathematics (STEM) must focus 15 clock hours, or one goal from an annual PGP, on STEM integration, such as integrating two of the four STEM components. Teachers and administrators who hold a valid national board certificate may submit the certificate in lieu of meeting these continuing education requirements.

In 2009, the Legislature directed PESB to identify a list of model standards for cultural competency that include:

- knowledge of student cultural histories and contexts, as well as family norms and values in different cultures;
- knowledge and skills in accessing community resources and community and parent outreach; and
- skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

Summary of Bill: PESB must adopt rules for renewal of administrator and teacher certificates that meet specific continuing education requirements.

Administrator Certificate. To renew an administrator certificate on or after July 1, 2023, continuing education must meet the following requirements:

- 10 percent must focus on equity-based school practices;
- 10 percent must focus on the national professional standards for education leaders; and
- 5 percent must focus on government-to-government relationships with tribes.

Teacher Certificate. To renew a teacher certificate on or after July 1, 2023, 15 percent of continuing education must focus on equity-based school practices. This requirement does not apply to a person renewing both a teacher certificate and an administrator certificate.

Continuing education focused on equity-based school practices must be aligned with state standards for cultural competency.

This continuing education must be provided by one or more of the following entities, if they are an approved clock hour provider:

- the Office of the Superintendent of Public Instruction (OSPI);
- a school district;
- an educational service district;
- a PESB-approved administrator or teacher preparation program;
- the Association of Washington School Principals; or
- the Washington Education Association.

Continuing education related to government-to-government relationships with federally recognized tribes must be provided by one or more subject matter experts approved by the Governor's Office on Indian Affairs in collaboration with the Tribal Leaders Congress on Education and the Office of Native Education in OSPI.

Appropriation: None.

Fiscal Note: Available.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: Surveys have shown that many educators demonstrate implicit bias and do not feel comfortable leading conversations on equity. This bill partners well with organizational efforts to create ethnic studies requirements. Licensure renewal is an important part of the education profession. It is important that teachers are able to determine the areas in which they need courses, but this bill presents a workable target to include equity-based practices. The bill will help students build and develop skills to incorporate equity into student relationships. Government-to-government relationships in Thurston County are an example of positive relationships that come out of cultural understanding; this bill would help develop those across the state.

CON: The bill should more clearly define the term equity-based practices. Critical race theory should not be used in equity training. It is unclear if these requirements would require private-school teachers to take courses attacking religion. Equity-based training tries to force political constructs into all subject areas. Teachers should focus their teaching on foundational subjects and character.

Persons Testifying: PRO: Kurt Hatch, Association of Washington School Principals; Bill Kallappa, State Board of Education, Nisqually Tribe; Lucinda Young, Washington Education Association; Terese Emry, Office of Superintendent of Public Instruction; Willie Frank III, Nisqually Tribe.

CON: Mark Miloscia, Family Policy Institute of Washington; Margaret Lee,; Val Mullen.

Persons Signed In To Testify But Not Testifying: No one.