

SENATE BILL REPORT

SB 6012

As Reported by Senate Committee On:
Early Learning & K-12 Education, January 31, 2024

Title: An act relating to an ongoing and collaborative process to help approved teacher preparation programs respond to the continuously changing needs of the modern classroom.

Brief Description: Helping approved teacher preparation programs respond to the continuously changing needs of the modern classroom.

Sponsors: Senators Wellman, Braun, Dhingra, Nobles and Wilson, C..

Brief History:

Committee Activity: Early Learning & K-12 Education: 1/22/24, 1/31/24 [DPS-WM].

Brief Summary of First Substitute Bill

- Directs the Professional Educator Standards Board (PESB) to develop a list of changes to the educational system in statute and rule during the last ten years that might require pedagogical changes in teacher preparation programs.
- Directs PESB to convene various work groups to identify what teacher preparation programs must be providing candidates to prepare them for the modern classroom and for programs to develop a gap analysis and action plan as necessary.
- Requires PESB to submit a report based on work group findings and to develop an ongoing and collaborative process to help programs update action plans.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: That Substitute Senate Bill No. 6012 be substituted therefor, and the substitute bill do pass and be referred to Committee on Ways & Means.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not part of the legislation nor does it constitute a statement of legislative intent.

Signed by Senators Wellman, Chair; Nobles, Vice Chair; Wilson, C., Vice Chair; Hawkins, Ranking Member; Dozier, Hunt, McCune, Mullet and Pedersen.

Staff: Benjamin Omdal (786-7442)

Background: The Professional Educator Standards Board (PESB) is a statutorily-created state agency that has had general certification authority since 2005. Specifically, PESB is required under state law to establish, publish, and enforce rules determining eligibility for and certification of personnel employed in the common schools of this state, including certificated classroom teachers and certificated administrative staff.

While requirements vary by subject area and professional routes, typically certificated teachers need a baccalaureate—bachelor's—degree and to have graduated from an approved teacher preparation program in order to receive a residency teacher certificate.

With respect to educator preparation programs, PESB is tasked in statute with the requirement to, among other things:

- establish policies and practices for the approval of programs of courses, requirements, and other activities leading to teacher certification;
- establish policies and practices for the work required as a condition of entrance to and graduation from teacher preparation programs;
- establish a list of accredited institutions of higher education whose graduates may be awarded certificates; and
- conduct a review of educator program approval standards.

There are currently 40 PESB-approved program providers, including 33 providers of residency teacher preparation programs.

Summary of Bill (First Substitute): Preparation Program Collaboration Groups. PESB must develop and facilitate an ongoing and collaborative process to help teacher preparation programs in Washington State respond to the continuously changing needs of the modern classroom, as well as provide a feedback loop between school staff and programs.

PESB, in collaboration with the Office of the Superintendent of Public Instruction, must develop a list of changes to the educational system in statute and rule during the last ten years that might require pedagogical changes in preparation programs by August 1, 2024.

By October 1, 2024, PESB must convene a group of educators, including principals and teachers, to identify what programs must be providing candidates to prepare them for the modern classroom. The group must include a wide variety of representatives from different subject matter areas including, but not limited to:

- any shortage areas;
- different grade levels;
- rural and urban school districts;

- large and small school districts;
- schools participating in the mastery-based learning collaborative;
- schools implementing inclusionary practices to support students with disabilities; and
- educators of color.

PESB must compile a summary of the findings from the group by March 1, 2025, to be available by review of members of the Legislature.

By January 1, 2025, PESB must convene a group representing preparation programs at institutions of higher education. The group of program providers shall review the findings from the group of educators. If improvement is needed as determined by the board, each program must perform a gap analysis of their programs and submit the analysis and an action plan to PESB by December 1, 2025.

PESB may administer one-time grants to the institutions of higher education to allow faculty to complete the gap analysis, subject to appropriation.

Report to the Legislature. PESB must monitor compliance with the action plans and submit a report to the education committees of the Legislature summarizing action plan progress by December 1, 2026, and biennially after. The report must include recommendations on how best to incorporate principal preparation programs into the process as well as a profile of a program finisher in order to create a cohesive and coherent baseline of what is expected of all programs.

After December 1, 2026, PESB, in collaboration with policy experts from relevant education agencies, shall develop an ongoing and collaborative process to help programs continue to update their action plans and respond to the continuously changing needs of the modern classroom. This process must include convening groups of educators and establishing a schedule for programs that are found to need improvement to complete the review process at least once every three years.

EFFECT OF CHANGES MADE BY EARLY LEARNING & K-12 EDUCATION COMMITTEE (First Substitute):

- Requires an action plan for programs that are determined by PESB to need improvement based on their gap analysis, rather than requiring an action plan for all programs.

Appropriation: The bill contains a section or sections to limit implementation to the availability of amounts appropriated for that specific purpose.

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 on Original Bill: *The committee recommended a different version of the bill than what was heard.* PRO: Other countries have created a continuous loop of input and information sharing between educator preparation programs and the programs themselves. The Legislature has made significant changes in the last several years; the bill would allow programs to make sure that they are adapting to the needs of the modern classrooms. The current regulatory presence tapers off over the years. There are not hard data metrics to analyze how preparation programs are adapting to newer requirements. The academic and well-being needs of students have drastically changed recently; the bill brings partners together to identify exactly what can be done to serve students and recognize gaps in preparing educators. It is crucial for PESB to adapt to the quickly changing demands on preparation programs. The bill addresses current needs and looks forward to continued improvement in the educator preparation system.

Persons Testifying: PRO: Senator Lisa Wellman, Prime Sponsor; Zackary Turner, PESB; Adam Aguilera, PESB, Chair; Simone Boe, Washington Education Association; Brenae Brix, WA Coalition for Gifted Education; Alissa Muller, Washington State Board of Education.

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