
Education Committee

2SSB 5955

Brief Description: Regarding educator preparation, professional development, and compensation.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Tom, McAuliffe, Kauffman, Oemig, Kilmer, Eide, Kohl-Welles and Rasmussen).

Brief Summary of Second Substitute Bill

- Establishes a public-private partnership to implement the Washington State Leadership Academy.
- Directs adoption of new standards for teacher certification in mathematics and a uniform professional teaching certificate assessment.
- Directs the Office of the Superintendent of Public Instruction and Educational Service Districts to create a partnership to deliver professional development, including Learning Improvement Days (LIDs).
- For the 2007-09 biennium, specifies the focus of the LIDs on improving mathematics, science, and secondary reading instruction.
- Creates bonuses for teachers certified by the National Board for Professional Teaching Standards, with an additional bonus for those teaching in low income schools.

Hearing Date: 3/22/07

Staff: Barbara McLain (786-7383).

Background:

The Washington Learns comprehensive education study, chaired by Governor Gregoire, issued final recommendations in November 2006. The Governor proposes implementation of a number

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of the recommendations regarding educator preparation, professional development, and compensation through her proposed budget for the 2007-09 biennium and proposed legislation.

School and District Leadership. There are two state-supported programs for training and mentoring school administrators. The Education Leadership Internship Program provides funds for release time for individuals to obtain some of the field experience required to complete a principal, program administrator, or superintendent certification program. The Principal Support Program provides new principals with skill assessment, development of a professional growth plan, and mentoring. The Principal Support Program is operated under contract with the Association of Washington School Principals.

Professional Educator Standards Board (PESB). The PESB is a 20 member board responsible for establishing requirements for state certification of educators and approving educator preparation and certification programs. Within five years of receiving an initial or residency teaching certificate, teachers must enroll in a program to earn a professional certificate. Professional certification programs are performance-based and include a pre-assessment seminar, a professional growth team and plan, and a culminating seminar. Reviews of the programs have found variation in their requirements, cost, and accessibility to candidates.

Professional Development. Professional development for teachers is offered by the Office of the Superintendent of Public Instruction (OSPI), Educational Service Districts (ESDs), and local school districts. Much of the professional development provided by ESDs is individual courses on a fee-for-service basis. Core funding for ESDs is allocated to support administration and facilities; curriculum, personnel, and learning resource services; and special needs of local education agencies. The remainder of ESDs budgets comes from special programs, fee-for-service, and charges for cooperative services provided under agreement with school districts.

The 2005-07 biennial budget contains funding for two Learning Improvement Days (LIDs) for all certificated instructional staff.

National Board for Professional Teaching Standards (NBPTS). The NBPTS is a national, nonprofit organization that has developed standards for highly accomplished teaching and a voluntary system to certify teachers who meet those standards. In Washington, teachers can use NBPTS certification in lieu of a professional certificate. Funding is provided through federal and private sources to assist candidates with the application fee. State funding is provided through the appropriations act for a \$3,500 annual bonus for NBPTS teachers. As of January 2007, there were 1,310 NBPTS teachers in Washington.

Summary of Bill:

School and District Leadership. A public-private partnership is established to develop, pilot, and implement the Washington State Leadership Academy (Academy). Academy partners include the superintendent and principal professional associations, private nonprofit foundations, the OSPI, the PESB, the ESDs, and others. The partners must establish a board of directors and designate an independent organization to act as fiscal agent for the Academy. The Academy will be supported by a national research institution with expertise in educational leadership. Initial development of course content and activities must be supported by private funds.

The Academy board must report semi-annually to the OSPI on the financial contributions provided to the Academy, and must report by December 31 of each year on the programs, participants, evaluations, and plans for future development of the Academy.

Professional Educator Standards Board. The PESB must take certain steps to develop quality teaching knowledge and skills in the state's teaching ranks:

(1) By December 2007: (a) adopt new standards that prepare all individuals seeking a residency teaching certificate to integrate mathematics across all content areas of instruction; and (b) adopt new residency certification requirements for elementary teachers and middle level and secondary mathematics teachers.

(2) By June 2009: (a) set standards for and develop, pilot, and implement a uniform and externally administered professional-level certification assessment based on demonstrated teaching skill; and (b) review and revise the approval standards for teacher preparation programs to reflect a knowledge and skill-based performance system.

(3) By December 2009: review and revise teacher preparation standards to focus on diversity in cultural knowledge and respect.

Professional Development. Targeted professional development programs, to be known as LIDs, are authorized in order to develop outstanding mathematics, science, and reading teaching and learning. The LIDs are not considered part of basic education.

The OSPI and the ESDs must create a partnership to develop and deliver professional development opportunities, including the LIDs. Each ESD must create a performance agreement with the SPI that articulates partner responsibilities. Professional development services that are identified in statute or the omnibus appropriations act become part of ESD core funding.

For the 2007-09 biennium, school districts that receive professional development resources are directed to the following activities:

- In the 2007-08 school year, the focus for middle and junior high school mathematics teachers is development of basic content knowledge and instructional skills. For high school mathematics teachers, the focus is on implementing state mathematics learning modules, the segmented mathematics class and assessment, the collection of evidence, and basic content knowledge and instructional skills. For middle, junior high, and high school science teachers, the focus is examination of science assessment data and identification of areas needing additional instructional attention.
- In the 2008-09 school year, the focus for middle, junior high, and high school mathematics and science teachers is implementing new mathematics and science standards.
- For both school years, the focus for middle and high school language arts teachers is development of reading knowledge and instructional skills.

School districts must submit reports to the OSPI regarding the use of funds.

In addition, for the 2007-08 and 2008-09 school years, 20 teachers each year from middle, junior high, and high schools will be provided professional development to implement a specialized

science, technology, engineering, and mathematics curriculum in their school. Schools apply to the OSPI for this program.

NBPTS. Instructional staff with an NBPTS certificate receive an annual bonus for each year they hold the certificate. The amount of the bonus is \$5,000 in the 2007-08 school year and thereafter increases by inflation. NBPTS certificate holders with an instructional assignment in a school where at least 70 percent of the students qualify for free and reduced-price lunch receive an additional \$5,000 bonus.

Appropriation: None.

Fiscal Note: Requested on March 7, 2007.

Effective Date: The bill takes effect 90 days after adjournment of session in which bill is passed.