
SECOND SUBSTITUTE HOUSE BILL 1906

State of Washington 60th Legislature 2007 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Hunter, Anderson, Wallace, Seaquist, Eddy, P. Sullivan, McDermott, Ormsby, McIntire, Pedersen, Rolfes, Barlow, Goodman, Rodne, O'Brien, Kenney, McDonald, Morrell, Newhouse, Hurst, Skinner, Wood and Bailey)

READ FIRST TIME 03/28/07.

1 AN ACT Relating to improving mathematics and science education;
2 amending RCW 28A.660.005, 28A.660.050, and 28B.102.080; adding new
3 sections to chapter 28A.305 RCW; adding a new section to chapter
4 28A.300 RCW; adding a new section to chapter 28A.415 RCW; adding new
5 sections to chapter 28A.660 RCW; adding a new section to chapter 28B.10
6 RCW; adding a new section to chapter 28A.320 RCW; creating new
7 sections; providing an expiration date; and declaring an emergency.

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

9 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.305
10 RCW to read as follows:

11 MATHEMATICS AND SCIENCE STANDARDS AND CURRICULUM. (1) The
12 activities in this section revise and strengthen the state learning
13 standards that implement the goals of RCW 28A.150.210, known as the
14 essential academic learning requirements, and improve alignment of
15 school district curriculum to the standards.

16 (2) The state board of education shall be assisted in its work
17 under subsections (3) and (5) of this section by: (a) An expert
18 national consultant in each of mathematics and science retained by the
19 state board; and (b) the mathematics and science advisory panels

1 created under section 2 of this act, as appropriate, which shall
2 provide review and formal comment on proposed recommendations to the
3 superintendent of public instruction and the state board of education
4 on new revised standards and curricula.

5 (3) By September 30, 2007, the state board of education shall
6 recommend to the superintendent of public instruction revised essential
7 academic learning requirements and grade level expectations in
8 mathematics. The recommendations shall be based on:

9 (a) Considerations of clarity, rigor, content, depth, coherence
10 from grade to grade, specificity, accessibility, and measurability;

11 (b) Study of:

12 (i) Standards used in countries whose students demonstrate high
13 performance on the trends in international mathematics and science
14 study and the programme for international student assessment;

15 (ii) College readiness standards;

16 (iii) The national council of teachers of mathematics focal points
17 and the national assessment of educational progress content frameworks;
18 and

19 (iv) Standards used by three to five other states, including
20 California, and the nation of Singapore; and

21 (c) Consideration of information presented during public comment
22 periods.

23 (4) By January 31, 2008, the superintendent of public instruction
24 shall revise the essential academic learning requirements and the grade
25 level expectations for mathematics and present the revised standards to
26 the state board of education and the education committees of the senate
27 and the house of representatives as required by RCW 28A.655.070(4).
28 The superintendent shall adopt the revised essential academic learning
29 requirements and grade level expectations unless otherwise directed by
30 the legislature during the 2008 legislative session.

31 (5) By June 30, 2008, the state board of education shall recommend
32 to the superintendent of public instruction revised essential academic
33 learning requirements and grade level expectations in science. The
34 recommendations shall be based on:

35 (a) Considerations of clarity, rigor, content, depth, coherence
36 from grade to grade, specificity, accessibility, and measurability;

37 (b) Study of standards used by three to five other states and in

1 countries whose students demonstrate high performance on the trends in
2 international mathematics and science study and the programme for
3 international student assessment; and

4 (c) Consideration of information presented during public comment
5 periods.

6 (6) By December 1, 2008, the superintendent of public instruction
7 shall revise the essential academic learning requirements and the grade
8 level expectations for science and present the revised standards to the
9 state board of education and the education committees of the senate and
10 the house of representatives as required by RCW 28A.655.070(4). The
11 superintendent shall adopt the revised essential academic learning
12 requirements and grade level expectations unless otherwise directed by
13 the legislature during the 2009 legislative session.

14 (7)(a) By May 15, 2008, the superintendent of public instruction
15 shall present to the state board of education recommendations for no
16 more than three basic mathematics curricula each for elementary,
17 middle, and high school grade spans.

18 (b) By June 30, 2008, the state board of education shall provide
19 official comment and recommendations to the superintendent of public
20 instruction regarding the recommended mathematics curricula. The
21 superintendent of public instruction shall make any changes based on
22 the comment and recommendations from the state board of education and
23 adopt the recommended curricula.

24 (c) By May 15, 2009, the superintendent of public instruction shall
25 present to the state board of education recommendations for no more
26 than three basic science curricula each for elementary, middle, and
27 high school grade spans.

28 (d) By June 30, 2009, the state board of education shall provide
29 official comment and recommendations to the superintendent of public
30 instruction regarding the recommended science curricula. The
31 superintendent of public instruction shall make any changes based on
32 the comment and recommendations from the state board of education and
33 adopt the recommended curricula.

34 (e) In selecting the recommended curricula under this subsection
35 (7), the superintendent of public instruction shall provide information
36 to the mathematics and science advisory panels created under section 2
37 of this act, as appropriate, and seek the advice of the appropriate

1 panel regarding the curricula that shall be included in the
2 recommendations.

3 (f) The recommended curricula under this subsection (7) shall align
4 with the revised essential academic learning requirements and grade
5 level expectations. In addition to the recommended basic curricula,
6 appropriate diagnostic and supplemental materials shall be identified
7 as necessary to support each curricula.

8 (g) Subject to funds appropriated for this purpose and availability
9 of the curricula, at least one of the curricula in each grade span and
10 in each of mathematics and science shall be available to schools and
11 parents online at no cost to the school or parent.

12 (8) By December 1, 2007, the state board of education shall revise
13 the high school graduation requirements under RCW 28A.230.090 to
14 include a minimum of three credits of mathematics, one of which may be
15 a career and technical course equivalent in mathematics, and prescribe
16 the mathematics content in the three required credits.

17 (9) Nothing in this section requires a school district to use one
18 of the recommended curricula under subsection (7) of this section.
19 However, the statewide accountability plan adopted by the state board
20 of education under RCW 28A.305.130 shall recommend conditions under
21 which school districts should be required to use one of the recommended
22 curricula. The plan shall also describe the conditions for exception
23 to the curriculum requirement, such as the use of integrated academic
24 and career and technical education curriculum. Required use of the
25 recommended curricula as an intervention strategy must be authorized by
26 the legislature as required by RCW 28A.305.130(4)(e) before
27 implementation.

28 (10) Subject to funds appropriated for this purpose and conditions
29 established under this subsection, school districts that adopt one or
30 more of the recommended curricula after the curricula have been adopted
31 shall be reimbursed by the office of the superintendent of public
32 instruction for the cost of purchasing the curricula. The
33 superintendent of public instruction shall establish conditions for
34 school districts to be eligible for curriculum reimbursement funds,
35 including a district implementation plan, a teacher professional
36 development plan, and other evidence that the district is able to
37 maximize the instructional benefit of the recommended curricula.

1 mathematics support program is created to study the effects of
2 intentional, skilled mathematics support included as part of an
3 existing after-school activity program.

4 (2) The office of the superintendent of public instruction shall
5 provide grants to selected community-based, nonprofit organizations
6 that provide after-school programs and include support for students to
7 learn mathematics.

8 (3) Grant applicants must demonstrate the capacity to provide
9 assistance in mathematics learning in the following ways:

10 (a) Identifying the mathematics content and instructional skill of
11 the staff or volunteers assisting students;

12 (b) Identifying proposed learning strategies to be used, which
13 could include computer-based instructional and skill practice programs
14 and tutoring by adults or other students;

15 (c) Articulating the plan for connection with school mathematics
16 teachers to coordinate student assistance; and

17 (d) Articulating the plan for assessing student and program
18 success.

19 (4) Priority will be given to applicants that propose programs to
20 serve middle school and junior high school students.

21 (5) The office of the superintendent of public instruction shall
22 evaluate program outcomes and report to the governor and the education
23 committees of the legislature on the outcomes of the grants and make
24 recommendations related to program continuation, program modification,
25 and issues related to program sustainability and possible program
26 expansion. An interim report is due November 1, 2008. The final
27 report is due December 1, 2009.

28 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.415
29 RCW to read as follows:

30 **MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH PROGRAM.** (1) A
31 mathematics and science instructional coach program is authorized,
32 which shall consist of a coach development institute, coaching
33 seminars, coaching activities in schools, and program evaluation.

34 (2) The office of the superintendent of public instruction shall
35 develop a mathematics and science instructional coach program that
36 includes an initial coach development experience for new coaches
37 provided through an institute setting, coaching support seminars, and

1 additional coach development services. The office shall draw upon the
2 experiences of coaches in federally supported elementary literacy
3 programs and other successful programs, research and policy briefs on
4 adult professional development, and research that specifically
5 addresses the instructional environments of middle, junior high, and
6 high schools as well as the unique aspects of the fields of mathematics
7 and science.

8 (3) The office of the superintendent of public instruction shall
9 design the application process and select the program participants.

10 (4) Schools and school districts participating in the program shall
11 carefully select the individuals to perform the role of mathematics or
12 science instructional coach. Characteristics to be considered for a
13 successful coach include:

14 (a) Expertise in content area;

15 (b) Expertise in various instructional methodologies and
16 personalizing learning;

17 (c) Personal skills that include skilled listening, questioning,
18 trust-building, and problem-solving;

19 (d) Understanding and appreciation for the differences in adult
20 learners and student learners; and

21 (e) Capacity for strategic planning and quality program
22 implementation.

23 (5) The role of the mathematics or science instructional coach is
24 focused on supporting teachers as they apply knowledge, develop skills,
25 polish techniques, and deepen their understanding of content and
26 instructional practices. This work takes a number of forms including:
27 Individualized professional development, department-wide and school-
28 wide professional development, guidance in student data interpretation,
29 and using assessment to guide instruction. Each coach shall be
30 assigned to two schools as part of the program.

31 (6) Program participants have the following responsibilities:

32 (a) Mathematics and science coaches shall participate in the coach
33 development institute as well as in coaching support seminars that take
34 place throughout the school year, practice coaching activities as
35 guided by those articulated in the role of the coach in subsection (5)
36 of this section, collect data, and participate in program evaluation
37 activities as requested by the institute pursuant to subsection (7) of
38 this section.

1 (b) School and district administrators in districts in which the
2 mathematics and science coaches are practicing shall participate in
3 program evaluation activities.

4 (7)(a) The Washington state institute for public policy shall
5 conduct an evaluation of the mathematics and science instructional
6 coach program in this section. Data shall be collected through various
7 instruments including surveys, program and activity reports, student
8 performance measures, observations, interviews, and other processes.
9 Findings shall include an evaluation of the coach development
10 institute, coaching support seminars, and other coach support
11 activities; recommendations with regard to the characteristics required
12 of the coaches; identification of changes in teacher instruction
13 related to coaching activities; and identification of the satisfaction
14 level with coaching activities as experienced by classroom teachers and
15 administrators.

16 (b) The institute for public policy shall report its findings to
17 the governor, the office of the superintendent of public instruction,
18 and the education and fiscal committees of the legislature. An interim
19 report is due November 1, 2008. The final report is due December 1,
20 2009.

21 **Sec. 5.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to
22 read as follows:

23 (1) The legislature finds and declares:

24 ~~((1))~~ (a) Teacher qualifications and effectiveness are the most
25 important influences on student learning in schools~~((-))~~i

26 ~~((2))~~ (b) Preparation of individuals to become well-qualified,
27 effective teachers must be high quality~~((-))~~i

28 ~~((3))~~ (c) Teachers who complete high-quality alternative route
29 programs with intensive field-based experience, adequate coursework,
30 and strong mentorship do as well or better than teachers who complete
31 traditional preparation programs~~((-))~~i

32 ~~((4))~~ (d) High-quality alternative route programs can provide
33 more flexibility and expedience for individuals to transition from
34 their current career to teaching~~((-))~~i

35 ~~((5))~~ (e) High-quality alternative route programs can help school
36 districts fill subject matter shortage areas and areas with shortages
37 due to geographic location~~((-))~~i

1 ~~((6))~~ (f) Regardless of route, all candidates for residency
2 teacher certification must meet the high standards required by the
3 state; and

4 (g) Teachers need an adequate background in subject matter content
5 if they are to teach it well, and should hold full, appropriate
6 credentials in those subject areas.

7 (2) The legislature recognizes widespread concerns about the
8 potential for teacher shortages and finds that classified instructional
9 staff in public schools, current certificated staff, and unemployed
10 certificate holders represent a great untapped resource for recruiting
11 ~~((the))~~ more teachers ~~((of the future))~~ in critical shortage areas.

12 NEW SECTION. Sec. 6. A new section is added to chapter 28A.660
13 RCW to read as follows:

14 (1) The pipeline for paraeducators conditional scholarship program
15 is created. Participation is limited to paraeducators without a
16 college degree who have at least three years of classroom experience.
17 It is anticipated that candidates enrolled in this program will
18 complete their associate of arts degree in a direct transfer agreement
19 mathematics education program at a community and technical college in
20 two years or less and become eligible for a mathematics endorsement and
21 special education endorsement or a mathematics endorsement and an
22 English as a second language endorsement via route one in the
23 alternative routes to teacher certification program provided in this
24 chapter.

25 (2) Entry requirements for candidates include:

26 (a) District or building validation of qualifications, including
27 three years of successful student interaction and leadership as a
28 classified instructional employee; and

29 (b) Acceptance into a direct transfer agreement mathematics
30 education program at a community and technical college.

31 NEW SECTION. Sec. 7. A new section is added to chapter 28A.660
32 RCW to read as follows:

33 (1) The retooling to teach mathematics and science conditional
34 scholarship program is created. Participation is limited to current K-
35 12 teachers and individuals having an elementary education certificate
36 but who are not employed in positions requiring an elementary education

1 certificate. It is anticipated that candidates enrolled in this
2 program will complete the requirements for a mathematics or science
3 endorsement, or both, in two years or less.

4 (2) Entry requirements for candidates include:

5 (a) Current K-12 teachers shall pursue a middle level mathematics
6 or science, or secondary mathematics or science endorsement.

7 (b) Individuals having an elementary education certificate but who
8 are not employed in positions requiring an elementary education
9 certificate shall pursue an endorsement in middle level mathematics or
10 science only.

11 **Sec. 8.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read
12 as follows:

13 The ~~((alternative route))~~ conditional scholarship programs ~~((is))~~
14 in this chapter are created under the following guidelines:

15 (1) The programs shall be administered by the higher education
16 coordinating board. In administering the programs, the higher
17 education coordinating board has the following powers and duties:

18 (a) To adopt necessary rules and develop guidelines to administer
19 the programs;

20 (b) To collect and manage repayments from participants who do not
21 meet their service obligations; and

22 (c) To accept grants and donations from public and private sources
23 for the programs.

24 (2) Requirements for participation in the ~~((alternative route))~~
25 conditional scholarship programs are as provided in this subsection
26 (2).

27 (a) The alternative route conditional scholarship program is
28 limited to interns of the partnership grant programs under RCW
29 28A.660.040. In order to receive conditional scholarship awards,
30 recipients shall:

31 (i) Be accepted and maintain enrollment in alternative
32 certification routes through the partnership grant program;

33 (ii) Continue to make satisfactory progress toward completion of
34 the alternative route certification program and receipt of a residency
35 teaching certificate; and

36 (iii) Receive no more than the annual amount of the scholarship,
37 not to exceed eight thousand dollars, for the cost of tuition, fees,

1 and educational expenses, including books, supplies, and transportation
2 for the alternative route certification program in which the recipient
3 is enrolled. The board may adjust the annual award by the average rate
4 of resident undergraduate tuition and fee increases at the state
5 universities as defined in RCW 28B.10.016.

6 (b) The pipeline for paraeducators conditional scholarship program
7 is limited to qualified paraeducators as provided by section 6 of this
8 act. In order to receive conditional scholarship awards, recipients
9 shall:

10 (i) Be accepted and maintain enrollment in a direct transfer
11 agreement mathematics education program at a community and technical
12 college for no more than two years and attain an associate of arts
13 degree;

14 (ii) Continue to make satisfactory progress toward completion of an
15 associate of arts degree. This progress requirement is a condition for
16 eligibility into a route one program of the alternative routes to
17 teacher certification program for a mathematics endorsement and special
18 education endorsement or a mathematics endorsement and an English as a
19 second language endorsement; and

20 (iii) Receive no more than the annual amount of the scholarship,
21 not to exceed four thousand dollars, for the cost of tuition, fees, and
22 educational expenses, including books, supplies, and transportation for
23 the alternative route certification program in which the recipient is
24 enrolled. The board may adjust the annual award by the average rate of
25 tuition and fee increases at the state community and technical
26 colleges.

27 (c) The retooling to teach mathematics and science conditional
28 scholarship program is limited to current K-12 teachers and individuals
29 having an elementary education certificate but who are not employed in
30 positions requiring an elementary education certificate as provided by
31 section 7 of this act. In order to receive conditional scholarship
32 awards:

33 (i) Individuals currently employed as teachers shall pursue a
34 middle level mathematics or science, or secondary mathematics or
35 science endorsement; or

36 (ii) Individuals who are certificated with an elementary education
37 endorsement, but not employed in positions requiring an elementary

1 education certificate, shall pursue an endorsement in middle level
2 mathematics or science, or both; and

3 (iii) Individuals shall use one of the pathways to endorsement
4 processes to receive a mathematics or science endorsement, or both,
5 which shall include passing a mathematics or science endorsement test,
6 or both tests, plus observation and completing applicable coursework to
7 attain the proper endorsement; and

8 (iv) Individuals shall receive no more than the annual amount of
9 the scholarship, not to exceed three thousand dollars, for the cost of
10 tuition, test fees, and educational expenses, including books,
11 supplies, and transportation for the endorsement pathway being pursued.

12 (3) The Washington professional educator standards board shall
13 select ~~((interns))~~ individuals to receive conditional scholarships.

14 ~~((3) In order to receive conditional scholarship awards,~~
15 ~~recipients shall be accepted and maintain enrollment in alternative~~
16 ~~certification routes through the partnership grant program, as provided~~
17 ~~in RCW 28A.660.040. Recipients must continue to make satisfactory~~
18 ~~progress towards completion of the alternative route certification~~
19 ~~program and receipt of a residency teaching certificate.))~~

20 (4) For the purpose of this chapter, a conditional scholarship is
21 a loan that is forgiven in whole or in part in exchange for service as
22 a certificated teacher employed in a Washington state K-12 public
23 school. The state shall forgive one year of loan obligation for every
24 two years a recipient teaches in a public school. Recipients ~~((that))~~
25 who fail to continue a course of study leading to residency teacher
26 certification or cease to teach in a public school in the state of
27 Washington in their endorsement area are required to repay the
28 remaining loan principal with interest.

29 (5) Recipients who fail to fulfill the required teaching obligation
30 are required to repay the remaining loan principal with interest and
31 any other applicable fees. The higher education coordinating board
32 shall adopt rules to define the terms for repayment, including
33 applicable interest rates, fees, and deferments.

34 ~~((To the extent funds are appropriated for this specific~~
35 ~~purpose, the annual amount of the scholarship is the annual cost of~~
36 ~~tuition; fees; and educational expenses, including books, supplies, and~~
37 ~~transportation for the alternative route certification program in which~~
38 ~~the recipient is enrolled, not to exceed eight thousand dollars. The~~

1 ~~board may adjust the annual award by the average rate of resident~~
2 ~~undergraduate tuition and fee increases at the state universities as~~
3 ~~defined in RCW 28B.10.016.~~

4 (~~7~~)) The higher education coordinating board may deposit all
5 appropriations, collections, and any other funds received for the
6 program in this chapter in the ((~~student loan~~)) future teachers
7 conditional scholarship account authorized in RCW ((~~28B.102.060~~))
8 28B.102.080.

9 **Sec. 9.** RCW 28B.102.080 and 2004 c 58 s 9 are each amended to read
10 as follows:

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

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

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

1 NEW SECTION. **Sec. 10.** A new section is added to chapter 28B.10
2 RCW to read as follows:

3 (1) By September 1, 2008, the state board for community and
4 technical colleges, the council of presidents, the higher education
5 coordinating board, and the office of the superintendent of public
6 instruction, under the leadership of the transition math project and in
7 collaboration with representatives of public two and four-year
8 institutions of higher education, shall jointly revise the Washington
9 mathematics placement test to serve as a common college readiness test
10 for all two and four-year institutions of higher education.

11 (2) The revised mathematics college readiness test shall be
12 implemented by all public two and four-year institutions of higher
13 education by September 1, 2009. All public two and four-year
14 institutions of higher education must use a common performance standard
15 on the mathematics placement test for purposes of determining college
16 readiness in mathematics. The performance standard must be publicized
17 to all high schools in the state.

18 NEW SECTION. **Sec. 11.** A new section is added to chapter 28A.320
19 RCW to read as follows:

20 (1) Subject to funding appropriated for this purpose and beginning
21 in the fall of 2009, school districts shall provide all high school
22 students enrolled in the district the option of taking the mathematics
23 college readiness test developed under section 10 of this act once at
24 no cost to the students. Districts shall encourage, but not require,
25 students to take the test in their junior or senior year of high
26 school.

27 (2) Subject to funding appropriated for this purpose, the office of
28 the superintendent of public instruction shall reimburse each district
29 for the costs incurred by the district in providing students the
30 opportunity to take the mathematics placement test.

31 NEW SECTION. **Sec. 12.** Beginning September 1, 2007, through
32 December 1, 2008, the state board of education shall provide a status
33 report at the beginning of each calendar quarter on the activities and
34 progress in completing the requirements under section 1 of this act.
35 The report shall be provided to the governor and the members of the
36 education committees of the senate and the house of representatives.

1 NEW SECTION. **Sec. 13.** Captions used in this act are not any part
2 of the law.

3 NEW SECTION. **Sec. 14.** Sections 1 and 2 of this act are necessary
4 for the immediate preservation of the public peace, health, or safety,
5 or support of the state government and its existing public
6 institutions, and take effect immediately.

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