
SECOND SUBSTITUTE SENATE BILL 5813

State of Washington

60th Legislature

2007 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators McAuliffe, Hobbs, Weinstein, Kauffman, Eide, Tom, Rasmussen, Kohl-Welles, Murray, Shin, Marr, Oemig, Kilmer and Delvin)

READ FIRST TIME 03/05/07.

1 AN ACT Relating to improving mathematics, technology, English as a
2 second language, special education, and science education; amending RCW
3 28A.660.005, 28A.660.050, 28B.102.080, 28A.230.130, and 28A.230.130;
4 adding new sections to chapter 28A.660 RCW; adding a new section to
5 chapter 28A.300 RCW; adding a new section to chapter 28A.655 RCW;
6 adding a new section to chapter 28B.76 RCW; creating new sections;
7 providing an effective date; providing expiration dates; and declaring
8 an emergency.

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

10 NEW SECTION. **Sec. 1.** MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH
11 PROJECT. (1) A mathematics and science instructional coach
12 demonstration project is authorized to develop, pilot, and refine
13 program elements as a first step in the creation of a new instructional
14 staff professional development program. The mathematics and science
15 instructional coach demonstration project coaching program shall
16 consist of a coach development institute, coaching seminars, coaching
17 activities in schools, and program evaluation.

18 (2) The office of the superintendent of public instruction shall
19 develop a mathematics and science instructional coach program that

1 includes an initial coach development experience for new coaches
2 provided through an institute setting, coaching support seminars, and
3 additional coach development services. The office shall draw upon the
4 experiences of coaches in federally supported elementary literacy
5 programs and other successful programs, research and policy briefs on
6 adult professional development, and research that specifically
7 addresses the instructional environments of middle, junior high, and
8 high schools as well as the unique aspects of the fields of mathematics
9 and science.

10 (3) The office of the superintendent of public instruction shall
11 design the application process and select the demonstration project
12 participants.

13 (4) Schools and school districts participating in the demonstration
14 project shall carefully select the individuals to perform the role of
15 mathematics or science instructional coach. Characteristics to be
16 considered for a successful coach include:

17 (a) Expertise in content area;

18 (b) Expertise in various instructional methodologies and
19 personalizing learning;

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

22 (d) Understanding and appreciation for the differences in adult
23 learners and student learners; and

24 (e) Capacity for strategic planning and quality program
25 implementation.

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

34 (6) Project participants have the following responsibilities:

35 (a) Mathematics and science coaches shall participate in the coach
36 development institute as well as in coaching support seminars that take
37 place throughout the school year, practice coaching activities as
38 guided by those articulated in the role of the coach in subsection (5)

1 of this section, collect data, and participate in program evaluation
2 activities as requested by the institute pursuant to subsection (7) of
3 this section.

4 (b) School and district administrators in districts in which the
5 mathematics and science coaches are practicing shall participate in
6 program evaluation activities.

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

19 (b) The institute for public policy shall report its findings to
20 the governor, the office of the superintendent of public instruction,
21 and the education and fiscal committees of the legislature. An interim
22 report is due November 1, 2008. The final report is due December 1,
23 2009.

24 (8) This section expires September 1, 2010.

25 NEW SECTION. **Sec. 2. MATHEMATICS AND SCIENCE REVIEW.** (1) Within
26 funds specifically appropriated therefor, the activities in this
27 section strengthen the learning standards that implement the goals of
28 RCW 28A.150.210, improve alignment of school district curriculum to the
29 state standards, and provide assessment tools that link directly to the
30 state's learning standards and curriculum. As the state board of
31 education and the office of the superintendent of public instruction
32 implement the activities in this section, each agency shall provide a
33 status report of activities and progress at the beginning of each
34 calendar quarter, beginning with July 1, 2007, to the governor and the
35 chairs and ranking minority members of the house of representatives and
36 senate education committees.

1 (2) By December 2007, the state board of education, in cooperation
2 with the office of the superintendent of public instruction, shall
3 complete the process by which an independent review of the K-12
4 mathematics and science standards and essential academic learning
5 requirements is conducted.

6 (a) The results of each review shall provide findings and
7 recommendations to the superintendent of public instruction regarding
8 changes to the K-12 mathematics and science standards and the essential
9 academic learning requirements. The findings and recommendations shall
10 include: (i) Reviewing the essential academic learning requirements
11 and grade level expectations for clarity, rigor, content, reason, and
12 any negative qualities; (ii) structuring the essential academic
13 learning requirements and grade level expectations over the grades as
14 a sequence of expectations and performances that build with increasing
15 depth after foundational knowledge and skills are acquired, and that
16 reflect, where appropriate, the sequential nature of the discipline;
17 (iii) ensuring that professional development is in line with revised
18 standards; and (iv) addressing the incorporation of international
19 performance standards as may be benchmarked to the content of the
20 trends in international mathematics and science study (TIMSS) and the
21 programme for international student assessment (PISA). The findings
22 and recommendations shall also consider to the extent information is
23 available, the alignment of high school mathematics standards and
24 essential academic learning requirements at the grade levels
25 appropriate to the math college readiness standards as developed by the
26 Washington state board for community and technical colleges.

27 (b) The review in this section shall satisfy the requirement in RCW
28 28A.655.070(2) for a periodic revision of the essential academic
29 learning requirements.

30 (3) By December 2007, the state board of education shall:

31 (a) Subject to authorization from the legislature under RCW
32 28A.305.130(4)(e), incorporate into the state accountability plan the
33 conditions under which school districts are required to use one of the
34 state identified curricula in mathematics or science, or both. The
35 plan shall also describe the conditions for exception to the curriculum
36 requirement. These conditions shall address student performance
37 criteria;

1 (b) Under RCW 28A.230.090, amend the high school graduation
2 requirement in mathematics to include a minimum of three credits of
3 mathematics. The state board of education shall describe the
4 mathematics content required within the three credits and shall
5 consider requiring content to include that commonly contained in
6 algebra 2 and considering content, as appropriate and to the extent
7 available, aligned to the mathematics college readiness standards as
8 developed by the Washington state board for community and technical
9 colleges. The state board of education shall also consider:

10 (i) An additional requirement to include requiring mathematics to
11 be included in the student's senior year class schedule;

12 (ii) Ways to demonstrate mathematics competencies; and

13 (iii) Conditions for exceptions to a senior year mathematics
14 requirement.

15 (4) By July 2008, the office of the superintendent of public
16 instruction shall:

17 (a) Identify no more than three mathematics basic curricula for
18 elementary, middle, junior high, and high school, that align with the
19 new standards resulting from the independent review activities
20 described in this section. Diagnostic, end-of-course assessment
21 options, and supplemental materials shall also be identified;

22 (b) Identify no more than three science basic curricula for
23 elementary, middle, junior high, and high school, that align with the
24 new standards resulting from the independent review activities
25 described in this section. Diagnostic, end-of-course assessment
26 options, and supplemental materials shall also be identified; and

27 (c) Begin the process revising the Washington assessment of student
28 learning mathematics and science assessments at grade levels four
29 through ten as appropriate to align assessment content with the new
30 standards and essential academic learning requirements resulting from
31 the independent reviews provided in subsection (1) of this section.

32 **Sec. 3.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to
33 read as follows:

34 (1) The legislature finds and declares:

35 ~~((1))~~ (a) Teacher qualifications and effectiveness are the most
36 important influences on student learning in schools~~((7))~~i

1 ((+2)) (b) Preparation of individuals to become well-qualified,
2 effective teachers must be high quality((-));

3 ((+3)) (c) Teachers who complete high-quality alternative route
4 programs with intensive field-based experience, adequate coursework,
5 and strong mentorship do as well or better than teachers who complete
6 traditional preparation programs((-));

7 ((+4)) (d) High-quality alternative route programs can provide
8 more flexibility and expedience for individuals to transition from
9 their current career to teaching((-));

10 ((+5)) (e) High-quality alternative route programs can help school
11 districts fill subject matter shortage areas and areas with shortages
12 due to geographic location((-));

13 ((+6)) (f) Regardless of route, all candidates for residency
14 teacher certification must meet the high standards required by the
15 state; and

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

19 (2) The legislature recognizes widespread concerns about the
20 potential for teacher shortages and finds that classified instructional
21 staff in public schools, current certificated staff, and unemployed
22 certificate holders represent a great untapped resource for recruiting
23 ((the)) more teachers ((of the future)) in critical shortage areas.

24 NEW SECTION. Sec. 4. A new section is added to chapter 28A.660
25 RCW to read as follows:

26 (1) The pipeline for paraeducators conditional scholarship program
27 is created. Participation is limited to paraeducators without a
28 college degree who have at least three years of classroom experience.
29 It is anticipated that candidates enrolled in this program will
30 complete their associate of arts degree at a community and technical
31 college in two years or less and become eligible for a mathematics,
32 special education, English as a second language, or science endorsement
33 via route one in the alternative routes to teacher certification
34 program provided in this chapter.

35 (2) Entry requirements for candidates include district or building
36 validation of qualifications, including three years of successful

1 student interaction and leadership as a classified instructional
2 employee.

3 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.660
4 RCW to read as follows:

5 (1) The retooling to teach mathematics, special education, English
6 as a second language, and science conditional scholarship program is
7 created. Participation is limited to current K-12 teachers and
8 individuals having an elementary education certificate but who are not
9 employed in positions requiring an elementary education certificate.
10 It is anticipated that candidates enrolled in this program will
11 complete the requirements for a mathematics, special education, English
12 as a second language, or science endorsement, or any combination
13 thereof, in two years or less.

14 (2) Entry requirements for candidates include current K-12 teachers
15 pursuing a middle level mathematics, special education, English as a
16 second language, or science endorsement, or secondary mathematics,
17 special education, English as a second language, or science
18 endorsement.

19 **Sec. 6.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read
20 as follows:

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

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

26 (a) To adopt necessary rules and develop guidelines to administer
27 the programs;

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

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

32 (2) Requirements for participation in the ~~((alternative route))~~
33 conditional scholarship programs are as provided in this subsection
34 (2).

35 (a) The alternative route conditional scholarship program is

1 limited to interns of the partnership grant programs under RCW
2 28A.660.040. In order to receive conditional scholarship awards,
3 recipients shall:

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

6 (ii) Continue to make satisfactory progress toward completion of
7 the alternative route certification program and receipt of a residency
8 teaching certificate; and

9 (iii) Receive no more than the annual amount of the scholarship,
10 not to exceed eight thousand dollars, for the cost of tuition, fees,
11 and educational expenses, including books, supplies, and transportation
12 for the alternative route certification program in which the recipient
13 is enrolled. The board may adjust the annual award by the average rate
14 of resident undergraduate tuition and fee increases at the state
15 universities as defined in RCW 28B.10.016.

16 (b) The pipeline for paraeducators conditional scholarship program
17 is limited to qualified paraeducators as provided by section 4 of this
18 act. In order to receive conditional scholarship awards, recipients
19 shall:

20 (i) Be accepted and maintain enrollment at a community and
21 technical college for no more than two years and attain an associate of
22 arts degree;

23 (ii) Continue to make satisfactory progress toward completion of an
24 associate of arts degree. This progress requirement is a condition for
25 eligibility into a route one program of the alternative routes to
26 teacher certification program for a mathematics, special education,
27 English as a second language, or science endorsement; and

28 (iii) Receive no more than the annual amount of the scholarship,
29 not to exceed four thousand dollars, for the cost of tuition, fees, and
30 educational expenses, including books, supplies, and transportation for
31 the alternative route certification program in which the recipient is
32 enrolled. The board may adjust the annual award by the average rate of
33 tuition and fee increases at the state community and technical
34 colleges.

35 (c) The retooling to teach mathematics, special education, English
36 as a second language, and science conditional scholarship program is
37 limited to current K-12 teachers and individuals having an elementary

1 education certificate but who are not employed in positions requiring
2 an elementary education certificate as provided by section 5 of this
3 act. In order to receive conditional scholarship awards:

4 (i) Individuals currently employed as teachers shall pursue a
5 middle level mathematics, special education, English as a second
6 language, or science, or secondary mathematics, special education,
7 English as a second language, or science endorsement; or

8 (ii) Individuals who are certificated with an elementary education
9 endorsement, but not employed in positions requiring an elementary
10 education certificate, shall pursue an endorsement in middle level
11 mathematics, special education, English as a second language, or
12 science, or any combination thereof; and

13 (iii) Individuals shall use one of the pathways to endorsement
14 processes to receive a mathematics, special education, English as a
15 second language, or science endorsement, or any combination thereof,
16 which shall include passing a mathematics, special education, English
17 as a second language, or science endorsement test, or a combination of
18 tests, plus observation and completing applicable coursework to attain
19 the proper endorsement; and

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

24 (3) The Washington professional educator standards board shall
25 select ((interns)) individuals to receive conditional scholarships.

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

32 (4) For the purpose of this chapter, a conditional scholarship is
33 a loan that is forgiven in whole or in part in exchange for service as
34 a certificated teacher employed in a Washington state K-12 public
35 school. The state shall forgive one year of loan obligation for every
36 two years a recipient teaches in a public school. Recipients ~~((that))~~
37 who fail to continue a course of study leading to residency teacher

1 certification or cease to teach in a public school in the state of
2 Washington in their endorsement area are required to repay the
3 remaining loan principal with interest.

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

9 ~~(6) ((To the extent funds are appropriated for this specific
10 purpose, the annual amount of the scholarship is the annual cost of
11 tuition; fees; and educational expenses, including books, supplies, and
12 transportation for the alternative route certification program in which
13 the recipient is enrolled, not to exceed eight thousand dollars. The
14 board may adjust the annual award by the average rate of resident
15 undergraduate tuition and fee increases at the state universities as
16 defined in RCW 28B.10.016.~~

17 ~~(7))~~ The higher education coordinating board may deposit all
18 appropriations, collections, and any other funds received for the
19 program in this chapter in the ~~((student loan))~~ future teachers
20 conditional scholarship account authorized in RCW ~~((28B.102.060))~~
21 28B.102.080.

22 **Sec. 7.** RCW 28B.102.080 and 2004 c 58 s 9 are each amended to read
23 as follows:

24 (1) The future teachers conditional scholarship account is created
25 in the custody of the state treasurer. An appropriation is not
26 required for expenditures of funds from the account. The account is
27 not subject to allotment procedures under chapter 43.88 RCW except for
28 moneys used for program administration.

29 (2) The board shall deposit in the account all moneys received for
30 the future teachers conditional scholarship and loan repayment program
31 and for conditional loan programs under chapter 28A.660 RCW. The
32 account shall be self-sustaining and consist of funds appropriated by
33 the legislature for the future teachers conditional scholarship and
34 loan repayment program, private contributions to the program, ~~((and))~~
35 receipts from participant repayments from the future teachers
36 conditional scholarship and loan repayment program, and conditional
37 loan programs established under chapter 28A.660 RCW. Beginning July 1,

1 2004, the board shall also deposit into the account: (a) All funds
2 from the institution of higher education loan account that are
3 traceable to any conditional scholarship program for teachers or
4 prospective teachers established by the legislature before June 10,
5 2004; and (b) all amounts repaid by individuals under any such program.

6 (3) Expenditures from the account may be used solely for
7 conditional loans and loan repayments to participants in the future
8 teachers conditional scholarship and loan repayment program established
9 by this chapter, conditional scholarships for participants in programs
10 established in chapter 28A.660 RCW, and costs associated with program
11 administration by the board.

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

14 NEW SECTION. **Sec. 8.** The legislature finds that knowledge,
15 skills, and opportunities in mathematics, science, and technology
16 should be increased for all students in Washington. The legislature
17 intends to foster capacity between and among the educational sectors to
18 enable continuous and sustainable growth of the learning and teaching
19 of mathematics, science, and technologies. The legislature intends to
20 foster high quality mathematics, science, and technology programs to
21 increase the number of students in the kindergarten through twelfth
22 grade pipeline who are prepared and aspire to continue in the areas of
23 mathematics, science, and technology, whether it be at a college,
24 university, or in the workforce.

25 **Sec. 9.** RCW 28A.230.130 and 2003 c 49 s 2 are each amended to read
26 as follows:

27 (1) All public high schools of the state shall provide a program,
28 directly or in cooperation with a community college or another school
29 district, for students whose educational plans include application for
30 entrance to a baccalaureate-granting institution after being granted a
31 high school diploma. The program shall help these students to meet at
32 least the minimum entrance requirements under RCW 28B.10.050.

33 (2) All public high schools of the state shall provide a program,
34 directly or in cooperation with a community or technical college, a
35 skills center, an apprenticeship committee, or another school district,

1 for students who plan to pursue career or work opportunities other than
2 entrance to a baccalaureate-granting institution after being granted a
3 high school diploma. These programs may:

4 (a) Help students demonstrate the application of essential academic
5 learning requirements to the world of work, occupation-specific skills,
6 knowledge of more than one career in a chosen pathway, and
7 employability and leadership skills; and

8 (b) Help students demonstrate the knowledge and skill needed to
9 prepare for industry certification, and/or have the opportunity to
10 articulate to postsecondary education and training programs.

11 (3) Within funds specifically appropriated therefor, a middle
12 school that receives approval from the office of the superintendent of
13 public instruction to provide a career and technical program directly
14 to students shall receive funding at the same rate as a high school
15 operating a similar program. Additionally, a middle school that
16 provides a hands-on experience in math and science with an integrated
17 curriculum of academic content and career and technical education, and
18 includes a career and technical education exploratory component shall
19 also qualify for the career and technical education funding.

20 (4) The state board of education, upon request from local school
21 districts, may grant waivers from the requirements to provide the
22 program described in subsections (1) and (2) of this section for
23 reasons relating to school district size and the availability of staff
24 authorized to teach subjects which must be provided. In considering
25 waiver requests related to programs in subsection (2) of this section,
26 the state board of education shall consider the extent to which the
27 school district has offered such programs before the 2003-04 school
28 year.

29 **Sec. 10.** RCW 28A.230.130 and 2006 c 263 s 407 are each amended to
30 read as follows:

31 (1) All public high schools of the state shall provide a program,
32 directly or in cooperation with a community college or another school
33 district, for students whose educational plans include application for
34 entrance to a baccalaureate-granting institution after being granted a
35 high school diploma. The program shall help these students to meet at
36 least the minimum entrance requirements under RCW 28B.10.050.

1 (2) All public high schools of the state shall provide a program,
2 directly or in cooperation with a community or technical college, a
3 skills center, an apprenticeship committee, or another school district,
4 for students who plan to pursue career or work opportunities other than
5 entrance to a baccalaureate-granting institution after being granted a
6 high school diploma. These programs may:

7 (a) Help students demonstrate the application of essential academic
8 learning requirements to the world of work, occupation-specific skills,
9 knowledge of more than one career in a chosen pathway, and
10 employability and leadership skills; and

11 (b) Help students demonstrate the knowledge and skill needed to
12 prepare for industry certification, and/or have the opportunity to
13 articulate to postsecondary education and training programs.

14 (3) Within funds specifically appropriated therefor, a middle
15 school that receives approval from the office of the superintendent of
16 public instruction to provide a career and technical program directly
17 to students shall receive funding at the same rate as a high school
18 operating a similar program. Additionally, a middle school that
19 provides a hands-on experience in math and science with an integrated
20 curriculum of academic content and career and technical education, and
21 includes a career and technical education exploratory component shall
22 also qualify for the career and technical education funding.

23 NEW SECTION. Sec. 11. A new section is added to chapter 28A.300
24 RCW to read as follows:

25 The superintendent of public instruction shall provide support for
26 statewide coordination for math, science, and technology, including
27 employing a statewide director for math, science, and technology. The
28 duties of the director shall include, but not be limited to:

29 (1) Within funds specifically appropriated therefor, obtain a
30 statewide license, or otherwise obtain and disseminate, an interactive,
31 project-based high school and middle school technology curriculum that
32 includes a comprehensive professional development component for
33 teachers and, if possible, counselors, and also includes a systematic
34 program evaluation. The curriculum must be distributed to all school
35 districts, or as many as feasible, by the 2007-08 school year;

36 (2) Within funds specifically appropriated therefor, supporting a
37 public-private partnership to assist school districts with implementing

1 an ongoing, inquiry-based science program that is based on a research-
2 based model of systemic reform and aligned with the Washington state
3 science grade level expectations;

4 (3) Within funds specifically appropriated therefor, supporting a
5 public-private partnership to provide enriching opportunities in
6 mathematics, engineering, and science for underrepresented students in
7 grades kindergarten through twelve using exemplary materials and
8 instructional approaches;

9 (4) In an effort to increase precollege and prework interest in
10 math, science, and technology fields, in collaboration with the
11 community and technical colleges, the four-year institutions of higher
12 education, and the workforce training and education coordinating board,
13 conducting outreach efforts to attract middle and high school students
14 to careers in math, science, and technology and to educate students
15 about the coursework that is necessary to be adequately prepared to
16 succeed in these fields;

17 (5) Coordinating youth opportunities in math, science, and
18 technology, including facilitating student participation in school
19 clubs, state-level fairs, national competitions, and encouraging
20 partnerships between students and university faculty or industry to
21 facilitate such student participation;

22 (6) Developing and maintaining public-private partnerships to
23 generate business and industry assistance to accomplish the following:

24 (a) Increasing student engagement and career awareness, including
25 increasing student participation in the youth opportunities in
26 subsection (5) of this section;

27 (b) Creation and promotion of student scholarships, internships,
28 and apprenticeships;

29 (c) Provision of relevant teacher experience and training,
30 including on-the-job professional development opportunities;

31 (d) Upgrading kindergarten through twelfth grade school equipment
32 and facilities to support high quality math, science, and technology
33 programs;

34 (7) Assembling a cadre of inspiring speakers employed or
35 experienced in the relevant fields to speak to kindergarten through
36 twelfth grade students to demonstrate the breadth of the opportunities
37 in the relevant fields as well as share the types of coursework that is
38 necessary for someone to be successful in the relevant field;

1 (8) Providing technical assistance to schools and school districts,
2 including working with counselors in support of the math, science, and
3 technology programs; and

4 (9) Reporting annually to the legislature about the actions taken
5 to provide statewide coordination for math, science, and technology.

6 NEW SECTION. **Sec. 12.** A new section is added to chapter 28A.655
7 RCW to read as follows:

8 (1) Within funds specifically appropriated therefor, by December 1,
9 2008, the superintendent of public instruction shall develop essential
10 academic learning requirements and grade level expectations for
11 educational technology literacy and technology fluency that identify
12 the knowledge and skills that all public school students need to know
13 and be able to do in the areas of technology and technology literacy.
14 The development process shall include a review of current standards
15 that have been developed or are used by other states and national and
16 international technology associations. To the maximum extent possible,
17 the superintendent shall integrate goal four and the knowledge and
18 skill areas in the other goals in the technology essential academic
19 learning requirements.

20 (a) As used in this section, "technology literacy" means the
21 ability to responsibly, creatively, and effectively use appropriate
22 technology to communicate; access, collect, manage, integrate, and
23 evaluate information; solve problems and create solutions; build and
24 share knowledge; and improve and enhance learning in all subject areas
25 and experiences.

26 (b) Technology fluency builds upon technology literacy and is
27 demonstrated when students: Apply technology to real-world
28 experiences; adapt to changing technologies; modify current and create
29 new technologies; and personalize technology to meet personal needs,
30 interests, and learning styles.

31 (2)(a) Within funds specifically appropriated therefor, the
32 superintendent shall obtain or develop education technology assessments
33 that may be administered in the elementary, middle, and high school
34 grades to assess the essential academic learning requirements for
35 technology. The assessments shall be designed to be classroom or
36 project-based so that they can be embedded in classroom instruction and
37 be administered and scored by school staff throughout the regular

1 school year using consistent scoring criteria and procedures. By the
2 2010-11 school year, these assessments shall be made available to
3 school districts for the districts' voluntary use. If a school
4 district uses the assessments created under this section, then the
5 school district shall notify the superintendent of public instruction
6 of the use. The superintendent shall report annually to the
7 legislature on the number of school districts that use the assessments
8 each school year.

9 (b) Beginning December 1, 2010, and annually thereafter, the
10 superintendent of public instruction shall provide a report to the
11 relevant legislative committees regarding the use of the assessments.

12 NEW SECTION. **Sec. 13.** A new section is added to chapter 28B.76
13 RCW to read as follows:

14 As part of the state needs assessment process conducted by the
15 board in accordance with RCW 28B.76.230, the board shall assess the
16 need for additional baccalaureate degree programs in Washington that
17 specialize in teacher preparation in mathematics, science, and
18 technology. If the board determines that there is a need for
19 additional programs, then the board shall encourage the appropriate
20 institutions of higher education or institutional sectors to create
21 such a program.

22 NEW SECTION. **Sec. 14.** Captions used in this act are not any part
23 of the law.

24 NEW SECTION. **Sec. 15.** Section 2 of this act is necessary for the
25 immediate preservation of the public peace, health, or safety, or
26 support of the state government and its existing public institutions,
27 and takes effect immediately.

28 NEW SECTION. **Sec. 16.** Section 9 of this act expires September 1,
29 2009.

30 NEW SECTION. **Sec. 17.** Section 10 of this act takes effect
31 September 1, 2009.

--- END ---