
SENATE BILL 5955

State of Washington

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By Senators Tom, McAuliffe, Kauffman, Oemig, Kilmer, Eide, Kohl-Welles and Rasmussen

Read first time 02/08/2007. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to educator preparation, professional development,
2 and compensation; amending RCW 28A.310.350; adding new sections to
3 chapter 28A.415 RCW; adding a new section to chapter 28A.405 RCW; and
4 creating new sections.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.415
7 RCW to read as follows:

8 SCHOOL DISTRICT LEADERSHIP ACADEMY. (1) Research supports the
9 value of quality school and school district leadership. Effective
10 leadership is critical to improving student learning and transforming
11 underperforming schools and school districts into world-class learning
12 centers.

13 (2) A public-private partnership is established to develop, pilot,
14 and implement the Washington state leadership academy to focus on the
15 development and enhancement of personal leadership characteristics and
16 the teaching of effective practices and skills demonstrated by school
17 and district administrators who are successful managers and
18 instructional leaders. It is the goal of the academy to provide state-
19 of-the-art programs and services across the state.

1 (3) Academy partners include the state superintendent and principal
2 professional associations, private nonprofit foundations, institutions
3 of higher education, the professional educator standards board, the
4 office of the superintendent of public instruction, educational service
5 districts, and other entities identified by the partners. The partners
6 shall designate an independent organization to act as the fiscal agent
7 for the academy and shall establish a board of directors to oversee and
8 direct the academy's finances, services, and programs. The academy
9 shall be supported by a national research institution with demonstrated
10 expertise in educational leadership.

11 (4) Initial development of academy course content and activities
12 shall be supported by private funds. Initial tasks of the academy are
13 to:

14 (a) Finalize a comprehensive design of the academy and the
15 development of the curriculum frameworks for a comprehensive leadership
16 development program that includes coursework, practicum, mentoring, and
17 evaluation components;

18 (b) Develop curriculum for individual leadership topics;

19 (c) Pilot the curriculum and all program components; and

20 (d) Modify the comprehensive design, curriculum coursework,
21 practicum, and mentoring programs based on the research results gained
22 from pilot activities.

23 (5) The board of directors shall report semiannually to the
24 superintendent of public instruction on the financial contributions
25 provided by foundations and other organizations to support the work of
26 the academy. The board of directors shall report by December 31st each
27 year to the superintendent of public instruction on the programs and
28 services provided, numbers of participants in the various academy
29 activities, evaluation activities regarding program and participant
30 outcomes, and plans for the academy's future development.

31 (6) The board of directors shall identify possible areas to better
32 coordinate with and make recommendations for changes in superintendent
33 and principal preparation programs, the administrator licensure system,
34 and continuing education requirements.

35 NEW SECTION. **Sec. 2.** PROFESSIONAL EDUCATOR STANDARDS BOARD
36 DUTIES. (1) The purpose of the duties in this section for the
37 professional educator standards board is to take the next steps in

1 developing quality teaching knowledge and skill in the state's teaching
2 ranks. The duties build upon the current teacher development
3 foundation that requires demonstrated teaching competency, requires
4 evidence of positive impact on student learning, and focuses on
5 furthering state kindergarten through twelfth grade learning goals
6 through instructional skill alignment.

7 (2) The professional educator standards board shall:

8 (a) By December 2007:

9 (i) Adopt new knowledge and skill standards that prepare all
10 individuals seeking residency teacher certification to integrate
11 mathematics across all content areas; and

12 (ii) Adopt new certification requirements for individuals seeking
13 residency teacher certification as elementary education or middle level
14 and secondary mathematics teachers to assure adequate content and
15 instructional strategy preparation to teach to the kindergarten through
16 twelfth grades state mathematics and science standards;

17 (b) By June 2009:

18 (i) Set performance standards and develop, pilot, and implement a
19 uniform and external professional-level certification assessment based
20 on demonstrated teaching skill. In the development of this assessment,
21 consideration shall be given to changes in professional certification
22 program components such as the culminating seminar;

23 (ii) Summarize its work in the development of the assessment in
24 (b)(i) of this subsection in the annual reports required by RCW
25 28A.410.240; and

26 (iii) Review and revise the standards for higher education teacher
27 preparation programs to incorporate updated practices to enhance
28 teacher success in a knowledge and skill-based performance system that
29 emphasizes strong content, applied learning, and personal, meaningful
30 connections with students; and

31 (c) By December 2009, review and revise as needed teacher
32 preparation standards and requirements to focus on diversity in
33 cultural knowledge and respect.

34 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.415
35 RCW to read as follows:

36 MATHEMATICS AND SCIENCE TEACHER PROFESSIONAL DEVELOPMENT. (1)

1 Several targeted professional development programs are authorized to
2 further the development of outstanding mathematics and science teaching
3 and learning opportunities in the state of Washington.

4 (2) The expected outcomes of this program are:

5 (a) Provision of meaningful, targeted professional development for
6 all middle, junior high, and high school teachers of mathematics and
7 science;

8 (b) Increased knowledge and instructional skill for mathematics and
9 science teachers;

10 (c) Increased use of curriculum materials with supporting
11 diagnostic and supplemental materials that align with state standards;

12 (d) Skillful guidance for students participating in alternative
13 assessment activities;

14 (e) Increased rigor of mathematics and science course offerings;

15 (f) Increased student opportunities for focused, applied
16 mathematics and science classes;

17 (g) Increased student success on state achievement measures; and

18 (h) Increased student appreciation of the value and uses of
19 mathematics and science knowledge and exploration of mathematics and
20 science-related careers.

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

23 PROFESSIONAL DEVELOPMENT LEARNING OPPORTUNITIES. (1) The
24 superintendent of public instruction and the educational service
25 districts shall create a partnership to develop and deliver
26 professional development learning opportunities for educators that
27 fulfill the goals and address the specific targeted activities
28 described in this section. The partnership shall:

29 (a) Support school districts by providing professional development
30 leadership, courses, and consultation services to school districts in
31 their implementation of the professional development activities
32 described in this section; and

33 (b) Support one another in the delivery of state-level and
34 regional-level professional development activities such as state
35 conferences and regional accountability institutes.

36 (2) Each educational service district shall enter into a
37 performance agreement with the superintendent of public instruction to

1 clearly articulate partner responsibilities and to assure fidelity for
2 the delivery of professional development initiatives including job-
3 embedded practices. Components of such performance agreement shall
4 include:

5 (a) Participation in the development of various professional
6 development workshops, programs, and activities;

7 (b) Characteristics and qualifications of professional development
8 staff supported by the program;

9 (c) Methods to ensure consistent delivery of professional
10 development services; and

11 (d) Reporting responsibilities related to services provided,
12 program participation, outcomes, and recommendations for service
13 improvement.

14 (3) For the 2007-08 and 2008-09 school years, school districts
15 receiving professional development resources are directed to the
16 following activities:

17 (a) For middle school and junior high school mathematics teachers:

18 (i) During the 2007-08 school year the focus shall be on
19 development of basic mathematics knowledge and instructional skills;
20 and

21 (ii) During the 2008-09 school year the focus shall be on
22 implementing new international mathematics standards;

23 (b) For middle school and junior high school science teachers:

24 (i) During the 2007-08 school year the focus shall be on
25 examination of student science assessment data and identification of
26 science knowledge and skill areas in need of additional instructional
27 attention; and

28 (ii) During the 2008-09 school year the focus is on implementing
29 new international science standards;

30 (c) For high school mathematics teachers:

31 (i) During the 2007-08 school year the focus shall be on
32 implementing state mathematics learning modules, the segmented
33 mathematics class and assessment program, the collection of evidence
34 alternative assessment and basic mathematics knowledge, and
35 instructional skills; and

36 (ii) During the 2008-09 school year the focus shall be on
37 implementing new international mathematics standards;

38 (d) For high school science teachers:

1 (i) During the 2007-08 school year the focus shall be on
2 examination of student science assessment data and identification of
3 science knowledge and skill areas in need of additional instructional
4 attention; and

5 (ii) During the 2008-09 school year the focus shall be on
6 implementing new international science standards;

7 (e) For the 2007-08 and 2008-09 school years, one mathematics
8 teacher and one science teacher in each middle or junior high school
9 and high school shall be provided specialized professional development
10 to bring new rigor to mathematics and science offerings and/or expand
11 the opportunities for students to take applied mathematics and science
12 courses;

13 (f) For the 2007-08 and 2008-09 school years, twenty teachers, from
14 middle, junior high, and high schools, each year shall be provided
15 professional development to implement a specialized science,
16 technology, engineering, and mathematics curriculum in their school.
17 Schools shall apply to the office of the superintendent of public
18 instruction for this program; and

19 (g) For fourth and fifth grade mathematics and science teachers:

20 (i) During the 2007-08 school year the focus shall be on
21 development of basic mathematics knowledge and instructional skill and
22 improving instruction in science; and

23 (ii) During the 2008-09 school year the focus shall be on
24 implementing new international mathematics and science standards.

25 (4) The superintendent of public instruction shall develop the
26 methodology for determining the number of mathematics and science
27 teachers in middle, junior high, and high schools within each district
28 for the purposes of providing formula-driven resources for the purposes
29 of implementing subsection (3) of this section.

30 (5) School districts receiving resources under this section shall
31 submit reports to the superintendent of public instruction regarding
32 the use of the funds. The superintendent of public instruction and the
33 office of financial management shall collaborate on required report
34 content and format. Information in the report shall include the
35 professional development offered and the number of teachers
36 participating.

37 (6) Beginning with the 2009-10 school year, the focus for
38 professional development resources and activities may be adjusted.

1 **Sec. 5.** RCW 28A.310.350 and 1977 ex.s. c 283 s 10 are each amended
2 to read as follows:

3 The basic core services and cost upon which educational service
4 districts are budgeted shall include, but not be limited to, the
5 following:

6 (1) Educational service district administration and facilities such
7 as office space, maintenance and utilities;

8 (2) Cooperative administrative services such as assistance in
9 carrying out procedures to abolish sex and race bias in school
10 programs, fiscal services, grants management services, special
11 education services and transportation services;

12 (3) Personnel services such as certification/registration services;

13 (4) Learning resource services such as audio visual aids;

14 (5) Cooperative curriculum services such as health promotion and
15 health education services, in-service training, workshops and
16 assessment; (~~and~~)

17 (6) Professional development services identified by statute or the
18 omnibus appropriations act; and

19 (7) Special needs of local education agencies.

20 NEW SECTION. **Sec. 6.** FINDINGS--NATIONAL BOARD FOR PROFESSIONAL
21 TEACHING STANDARDS CERTIFICATION. The legislature finds and declares:

22 (1) The national board for professional teaching standards has
23 established high and rigorous standards for what highly accomplished
24 teachers should know and be able to do in order to increase student
25 learning results;

26 (2) The national board for professional teaching standards
27 certifies teachers who meet these standards through a rigorous,
28 performance-based assessment process;

29 (3) A certificate awarded by the national board attests that a
30 teacher has met high and rigorous standards and has demonstrated the
31 ability to make sound professional judgments about how to best meet
32 students' learning needs and effectively help students meet challenging
33 academic standards;

34 (4) The process of national board assessment is the most rigorous
35 advanced certification process in the teaching profession; and

36 (5) Teachers who attain national board certification should be

1 acknowledged and rewarded in order to encourage more teachers to pursue
2 certification for the benefit of Washington students.

3 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.405
4 RCW to read as follows:

5 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION--
6 BONUSES. (1) Certificated instructional staff who have attained
7 certification from the national board for professional teaching
8 standards shall receive a bonus each year in which they maintain
9 certification from the national board. The bonus for national board
10 certification is provided in addition to compensation received under a
11 district's salary schedule adopted in accordance with RCW 28A.405.200
12 and shall not be included in calculations of a district's average
13 salary and associated salary limitations under RCW 28A.400.200.

14 (a) The bonus shall be calculated as ten percent of the salary that
15 would be allocated for that teacher under the state salary allocation
16 model published in the omnibus appropriations act; and

17 (b) The bonus amount for an individual shall not be less than the
18 bonus amount received by that individual in the 2006-07 school year.

19 (2) Certificated instructional staff who have attained
20 certification from the national board for professional teaching
21 standards shall be eligible for one or more bonuses in addition to that
22 provided by subsection (1) of this section if the individual:

23 (a) Is in an instructional assignment in a school in which at least
24 seventy percent of the students qualify for the free and reduced-price
25 lunch program; and

26 (b) Has attained certification from the national board for
27 professional teaching standards in middle level and/or high school
28 level mathematics and/or science and is in a mathematics and/or science
29 instructional assignment in a school in which at least seventy percent
30 of the students qualify for the free and reduced-price lunch program.

31 (3) The amount of the additional bonus under subsection (2) of this
32 section for those meeting the qualifications of subsection (2)(a) of
33 this section is five thousand dollars. The amount of the additional
34 bonus for those meeting the qualifications of subsection (2)(a) and (b)
35 of this section is ten thousand dollars.

1 NEW SECTION. **Sec. 8.** CERTIFICATED INSTRUCTIONAL STAFF PAY

2 STRUCTURE. (1) The legislature finds that the current pay structure
3 for certificated instructional staff must be updated to address and
4 acknowledge the depth of content knowledge, range of instructional
5 skill, and intensity of practice experienced by teachers and other
6 instructional staff in our state.

7 (2) The office of financial management shall lead a committee to
8 develop recommendations for a new comprehensive expertise and incentive
9 pay structure for K-12 staff. The director of the office of financial
10 management or the director's designee shall serve as chair of the
11 committee. Committee members shall include, but not be limited to:

12 (a) Four legislators, with one appointed by each of the major
13 caucuses in the house of representatives and senate;

14 (b) The superintendent of public instruction or the
15 superintendent's designee;

16 (c) A member of the professional educator standards board;

17 (d) A member from each statewide education organization
18 representing teachers, principals, superintendents, school directors,
19 human resource professionals, and parents; and

20 (e) Business organizations.

21 (3) The recommendations shall include a proposed expertise and
22 incentive pay structure that includes:

23 (a) Changes to the certificated instructional staff salary
24 allocation model to include pay for performance, knowledge, and skills;

25 (b) Elements to recognize assignments that are difficult; and

26 (c) Recognition for the professional teaching level certificate in
27 the salary allocation model.

28 (4) The committee's recommendations shall also include a plan to
29 implement the expertise and incentive pay structure for K-12 staff.
30 The plan shall include necessary support elements to implement the pay
31 structure, such as a professional development delivery system that
32 focuses on identified areas of teacher knowledge and skill and
33 addresses the transition from the current salary allocation model to
34 the expertise and incentive pay structure.

35 (5) The committee may create ad hoc subgroups as needed to complete
36 specified tasks or to compile research and expertise on selected
37 subjects.

1 (6) The office of financial management shall submit the committee's
2 final recommendations, including the expertise and incentive pay
3 structure, to the governor and fiscal committees of the legislature by
4 December 15, 2008.

5 NEW SECTION. **Sec. 9.** TEACHER PAY SYSTEM REVIEW. The office of
6 financial management and the superintendent of public instruction shall
7 jointly conduct a review of teacher pay systems in the global challenge
8 states. The office of financial management and the superintendent of
9 public instruction shall develop a methodology for comparing teacher
10 salaries among the global challenge states. The office of financial
11 management shall report to the governor and the legislature on the
12 findings from this review and the initial set of teacher salary
13 comparisons among the global challenge states by January 10, 2008.

14 NEW SECTION. **Sec. 10.** Captions used in this act are not any part
15 of the law.

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