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**SUBSTITUTE SENATE BILL 6781**

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**State of Washington**

**60th Legislature**

**2008 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators Tom and Weinstein)

READ FIRST TIME 02/08/08.

1 AN ACT Relating to mathematics and science teachers; and creating  
2 new sections.

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

4 NEW SECTION. **Sec. 1.** The legislature finds that:

5 (1) Mathematics and science education are critical to the future  
6 prosperity of the state and its citizens;

7 (2) The need for quality mathematics and science instruction is  
8 significant and growing. Forty-six percent of Washington students who  
9 enroll in community or technical colleges immediately after high school  
10 require mathematics remediation before they can begin work toward a  
11 degree or certificate. High school graduation requirements in  
12 mathematics and science will be increasing;

13 (3) Significant vacancies exist for qualified mathematics and  
14 science teachers in Washington's K-12 school system. Competition for  
15 mathematics and science teachers is increasing and many who are now  
16 teaching in these subject areas have not been appropriately certified  
17 or received adequate preparation; and

18 (4) Immediate action is needed to improve mathematics and science  
19 instruction and to help fill mathematics and science teaching

1 vacancies. The legislature intends to improve, unify, and accelerate  
2 recruitment and preparation programs for mathematics and science  
3 teachers.

4 NEW SECTION. **Sec. 2.** (1) By September 15, 2008, the professional  
5 educator standards board shall submit a report with recommendations for  
6 strengthening the state's corps of K-12 mathematics and science  
7 teachers to the governor, the superintendent of public instruction, and  
8 the education committees of the legislature. The report shall:

9 (a) Quantify demand by detailing the number of K-12 mathematics and  
10 science teachers needed statewide and regionally by the 2010-11 school  
11 year. This analysis shall include the number of teachers, by district,  
12 assigned to teach mathematics and science both with and without  
13 appropriate certification in those subjects and the number of  
14 mathematics and science teaching vacancies needing to be filled, by  
15 district;

16 (b) Specify how demand will be met by the 2010-11 school year,  
17 including:

18 (i) The impact of state-funded recruitment programs such as the  
19 pipeline for paraeducators conditional scholarship, retooling to teach  
20 mathematics and science conditional scholarship, alternative routes  
21 conditional scholarship, future teachers conditional scholarship, and  
22 the recruiting Washington teachers program;

23 (ii) How alternative route certification programs can be  
24 streamlined and accelerated, based on best practices in other states,  
25 to enable mid-career professionals with mathematics and science  
26 expertise to become certified as K-12 teachers;

27 (iii) Financial incentives, based on best practices in other  
28 states, that can be used to hire, support, and retain mathematics and  
29 science teachers in a competitive marketplace; and

30 (iv) The role recruitment programs contribute to a highly qualified  
31 teaching corps of secondary mathematics and science teachers; and

32 (c) Specify strategies for improving retention of mathematics and  
33 science teachers and increasing their classroom effectiveness,  
34 including:

35 (i) Outlining how to improve the induction of new mathematics and  
36 science teachers using a multiyear approach, mandatory participation by

1 all school districts, orientation and training sessions before the  
2 start of the school year, highly skilled mentors, and ongoing  
3 professional development for new teachers and mentors; and

4 (ii) Identifying strategies, based on best practices, to improve  
5 the rigor and productivity of state-funded mathematics and science  
6 teacher preparation programs.

7 (2) The board's analysis and recommendations shall take into  
8 account the teacher skills necessary to meet the increased student  
9 needs due to the increased K-12 graduation requirements from the state  
10 board of education and the opportunities provided by the revised  
11 mathematics and science standards and recommended curricula. In  
12 preparing the report and recommendation, the board shall at a minimum,  
13 consult with nationally recognized experts on teacher quality and  
14 teacher recruitment and retention, including representatives from  
15 nationally recognized centers, representatives of the office of the  
16 superintendent of public instruction, educators, the business  
17 community, classified employees, representatives of higher education,  
18 career and technical organizations, representatives of federally  
19 recognized Washington tribes, representatives of cultural, linguistic,  
20 and racial minority groups, and the community of persons with  
21 disabilities. The board shall consider the possible role of a public-  
22 private partnership in helping to meet the demand for mathematics and  
23 science teachers and in improving the quality of instruction in these  
24 subject areas.

25 (3) The professional educator standards board and the Washington  
26 state institute for public policy shall also conduct a study of  
27 differential pay for teachers in high-demand subject areas such as  
28 mathematics and science. The study shall examine the design,  
29 successes, and limitations of differential pay programs in other  
30 states. The board and the institute shall provide a report of their  
31 findings and recommendations to the governor, the superintendent of  
32 public instruction, the education committees of the legislature, and  
33 the basic education finance task force by September 1, 2008.

34 (4) By December 1, 2008, the board shall develop, with various  
35 organizations and stakeholders that administer programs that include  
36 educator recruitment, a collaborative statewide plan for educator

1 recruitment and submit the plan to the governor, the superintendent of  
2 public instruction, and the education committees of the legislature.

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