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HOUSE BILL 1252

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State of Washington

63rd Legislature

2013 Regular Session

By Representatives Stonier, Carlyle, Sullivan, Lytton, Hunt, Maxwell, Harris, Takko, Fitzgibbon, Morrell, Tarleton, Jinkins, Hawkins, Haigh, Bergquist, Dahlquist, Tharinger, Freeman, and Roberts

Read first time 01/21/13. Referred to Committee on Education.

1 AN ACT Relating to K-12 professional development for teachers and  
2 principals; adding a new section to chapter 28B.20 RCW; and creating  
3 new sections.

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

5 NEW SECTION. **Sec. 1.** (1) The legislature finds that Washington  
6 educators possess great skills and knowledge about both subject matter  
7 content and instructional pedagogy, and that sharing this knowledge  
8 with other educators benefits the entire educational system. The  
9 quality of any professional development is enhanced by drawing from  
10 experts in the field with deep understanding of the profession.  
11 However, the legislature finds that little data is available regarding  
12 the quality, quantity, or effectiveness of professional development  
13 across school districts, and that a better understanding of best  
14 practices would be useful to share with teachers and principals  
15 statewide.

16 (2) The legislature further finds that technology provides  
17 increasing opportunities for educators across Washington state to  
18 access professional development regardless of the time of year, time of  
19 day, or geographic location, as well as share best practices,

1 experiences, and skills with others. The legislature recognizes that  
2 online professional development does not replace in-person, face-to-  
3 face dialogue among educators. National standards for professional  
4 development emphasize the creation of professional learning communities  
5 where educators come together to analyze data, set goals, coach one  
6 another, and continuously improve their practice. However, the power  
7 and reach of the internet to provide information, resources, videos,  
8 and forums for discussion should be harnessed so that all teachers and  
9 principals in all districts within the state have free, open access to  
10 high quality, robust, and relevant professional development focused on  
11 improving instruction and instructional practices. Specialized  
12 professional development for principals should include instructional  
13 and noninstructional modules such as financial and building management,  
14 evaluation methodologies, team building, and community relations, among  
15 other topics.

16 (3) Therefore it is the legislature's intent to create a dynamic,  
17 real-time, and interactive online professional development system to  
18 augment the current system. The online professional development system  
19 will be designed, managed, and implemented by Washington educators.

20 NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.20 RCW  
21 to read as follows:

22 (1) Subject to funds appropriated specifically for this purpose,  
23 the Washington K-12 online professional development project is  
24 established. The purpose of the project is to make online professional  
25 development modules for K-12 teachers and principals available on  
26 demand and at no cost to any educator who chooses to use them.

27 (2) The office of the superintendent of public instruction shall  
28 develop a request for proposals and select through a competitive  
29 process an applicant to serve as the contracted facilitator and  
30 administrator for the Washington K-12 online professional development  
31 project. School districts, educational service districts, institutions  
32 of higher education, and public or private entities or organizations  
33 may apply. The facilitator must:

34 (a) Appoint and convene a steering committee of K-12 educators that  
35 shall be responsible for the overall design and structure of the  
36 project, identifying the topics for the online professional development

1 modules, and preparing the project evaluation and report to the  
2 legislature;

3 (b) Oversee and provide support for creation of the professional  
4 development modules by K-12 educators;

5 (c) Provide necessary technical support and infrastructure for the  
6 project; and

7 (d) Actively seek public-private partnerships in the development  
8 and implementation of the project.

9 (3) The professional development modules for the project must  
10 incorporate a variety of media, including demonstration videos, links  
11 to research and resources, webinars, and discussion forums. The  
12 project must include modules that incorporate hybrid learning through  
13 a combination of online and face-to-face collegial interaction among  
14 educators. The project must also provide for data collection on usage  
15 and customer feedback.

16 (4) The professional development modules must cover a range of  
17 topics, including but not limited to:

18 (a) Academic content that is aligned with and supports the common  
19 core state standards;

20 (b) Strategies for improving instructional practice, pedagogy, and  
21 classroom management;

22 (c) Strategies for closing the educational opportunity gap and  
23 providing specialized instruction for low-achieving students, English  
24 language learners, and students in special education; and

25 (d) Topics of particular interest to principals, such as effective  
26 leadership, managing people and resources, and community and parent  
27 involvement.

28 NEW SECTION. **Sec. 3.** The steering committee for the Washington  
29 K-12 online professional development project must submit a status  
30 report to the education committees of the legislature by December 1,  
31 2015. At a minimum, the report must address the following topics:

32 (1) Data on usage of the professional development modules by  
33 teachers and principals;

34 (2) Customer feedback on the usefulness of the modules and how to  
35 improve the system;

36 (3) Recommendations and estimated costs to maintain and regularly  
37 refresh the professional development modules;

1 (4) Recommendations for expanding the reach and improving the  
2 usefulness of the project; and

3 (5) Recommendations for how teachers may combine and document  
4 successful completion of professional development modules so that the  
5 modules may be considered approved in-service training for purposes of  
6 the statewide salary allocation schedule.

7 NEW SECTION. **Sec. 4.** The joint legislative audit and review  
8 committee must conduct an analysis of K-12 professional development for  
9 teachers and principals. The purpose of the analysis is to improve the  
10 baseline understanding of policymakers regarding the level of public  
11 school resources currently expended to support professional  
12 development, the sources of funds, the type and content of professional  
13 development purchased, and the extent that professional development is  
14 based on individual preference, professional growth plans, school  
15 instructional teams, or district priorities. For the purposes of the  
16 analysis, "professional development" includes both traditional forms  
17 such as seminars, conferences, courses, or training sessions and  
18 nontraditional, job-embedded forms such as dedicated time for  
19 instructional teams to examine student data, coaching and mentoring,  
20 and professional learning communities. In the analysis, the committee  
21 must use both qualitative and quantitative methods, access statewide  
22 data to the extent available and informative, and select a sample of  
23 school districts for more detailed review. The analysis must be  
24 submitted to the legislature by December 1, 2014.

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