

2 **E2SSB 5695** - H AMD **ADOPTED 4/18/01**

3 By Representative

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5 Strike everything after the enacting clause and insert the
6 following:

7 NEW SECTION. **Sec. 1.** The legislature finds and declares:

8 (1) Teacher qualifications and effectiveness are the most important
9 influences on student learning in schools.

10 (2) Preparation of individuals to become well-qualified, effective
11 teachers must be high quality.

12 (3) Teachers who complete high-quality alternative route programs
13 with intensive field-based experience, adequate coursework, and strong
14 mentorship do as well or better than teachers who complete traditional
15 preparation programs.

16 (4) High-quality alternative route programs can provide more
17 flexibility and expedience for individuals to transition from their
18 current career to teaching.

19 (5) High-quality alternative route programs can help school
20 districts fill subject matter shortage areas and areas with shortages
21 due to geographic location.

22 (6) Regardless of route, all candidates for residency teacher
23 certification must meet the high standards required by the state.

24 The legislature recognizes widespread concerns about the potential
25 for teacher shortages and finds that classified instructional staff in
26 public schools represent a great untapped resource for recruiting the
27 teachers of the future.

28 NEW SECTION. **Sec. 2.** There is hereby created a statewide
29 partnership grant program to provide new high-quality alternative
30 routes to residency teacher certification. To the extent funds are
31 appropriated for this specific purpose, funds provided under this
32 partnership grant program shall be used solely for school districts, or
33 consortia of school districts, to partner with state-approved higher
34 education teacher preparation programs to provide one or more of three
35 alternative route programs in section 5 of this act, aimed at

1 recruiting candidates to teaching in subject matter shortage areas and
2 areas with shortages due to geographic location. Districts, or
3 consortia of districts, may also include their educational service
4 districts in their partnership grant program. Partnership programs
5 receiving grants may enroll candidates as early as January 2002.

6 NEW SECTION. **Sec. 3.** (1) Each district or consortia of school
7 districts applying for state funds through this program shall submit a
8 proposal to the Washington professional educator standards board
9 specifying:

10 (a) The route or routes the partnership program intends to offer
11 and a detailed description of how the routes will be structured and
12 operated by the partnership;

13 (b) The number of candidates that will be enrolled per route;

14 (c) An identification, indication of commitment, and description of
15 the role of approved teacher preparation programs that are partnering
16 with the district or consortia of districts;

17 (d) An assurance of district provision of adequate training for
18 mentor teachers either through participation in a state mentor training
19 academy or district-provided training that meets state-established
20 mentor-training standards specific to the mentoring of alternative
21 route candidates;

22 (e) An assurance that significant time will be provided for mentor
23 teachers to spend with the alternative route teacher candidates
24 throughout the internship. Partnerships must provide each candidate
25 with intensive classroom mentoring until such time as the candidate
26 demonstrates the competency necessary to manage the classroom with less
27 intensive supervision and guidance from a mentor;

28 (f) A description of the rigorous screening process for applicants
29 to alternative route programs, including entry requirements specific to
30 each route, as provided in section 5 of this act; and

31 (g) The design and use of a teacher development plan for each
32 candidate. The plan shall specify the alternative route coursework and
33 training required of each candidate and shall be developed by comparing
34 the candidate's prior experience and coursework with the state's new
35 performance-based standards for residency certification and adjusting
36 any requirements accordingly. The plan may include the following
37 components:

1 (i) A minimum of one-half of a school year, and an additional
2 significant amount of time if necessary, of intensive mentorship,
3 starting with full-time mentoring and progressing to increasingly less
4 intensive monitoring and assistance as the intern demonstrates the
5 skills necessary to take over the classroom with less intensive
6 support. For route one and two candidates, before the supervision is
7 diminished, the mentor of the teacher candidate at the school and the
8 supervisor of the teacher candidate from the higher education teacher
9 preparation program must both agree that the teacher candidate is ready
10 to manage the classroom with less intensive supervision. For route
11 three candidates, the mentor of the teacher candidate shall make the
12 decision;

13 (ii) Identification of performance indicators based on the
14 knowledge and skills standards required for residency certification by
15 the state board of education;

16 (iii) Identification of benchmarks that will indicate when the
17 standard is met for all performance indicators;

18 (iv) A description of strategies for assessing candidate
19 performance on the benchmarks;

20 (v) Identification of one or more tools to be used to assess a
21 candidate's performance once the candidate has been in the classroom
22 for about one-half of a school year; and

23 (vi) A description of the criteria that would result in residency
24 certification after about one-half of a school year but before the end
25 of the program.

26 (2) Districts may apply for program funds to pay stipends to both
27 mentor teachers and interns during their mentored internship. For both
28 intern stipends and accompanying mentor stipends, the per intern
29 district request for funds may not exceed the amount designated by the
30 BA+0 cell on the statewide teacher salary allocation schedule. This
31 amount shall be prorated for internships and mentorships that last less
32 than a full school year. Interns in the program for a full year shall
33 be provided a stipend of at least eighty percent of the amount
34 generated by the BA+0 cell on the statewide teacher salary allocation
35 schedule. This amount shall be prorated for internships that last less
36 than a full school year.

37 NEW SECTION. **Sec. 4.** (1) The professional educator standards
38 board, with support from the office of the superintendent of public

1 instruction, shall select school districts and consortia of school
2 districts to receive partnership grants from funds appropriated by the
3 legislature for this purpose. Factors to be considered in selecting
4 proposals include:

5 (a) The degree to which the district, or consortia of districts in
6 partnership, are currently experiencing teacher shortages;

7 (b) The degree to which the proposal addresses criteria specified
8 in section 3 of this act and is in keeping with specifications of
9 program routes in section 5 of this act;

10 (c) The cost-effectiveness of the proposed program; and

11 (d) Any demonstrated district and in-kind contributions to the
12 program.

13 (2) Selection of proposals shall also take into consideration the
14 need to ensure an adequate number of candidates for each type of route
15 in order to evaluate their success.

16 (3) Funds appropriated for the partnership grant program in this
17 chapter shall be administered by the office of the superintendent of
18 public instruction.

19 NEW SECTION. **Sec. 5.** Partnership grants funded under this chapter
20 shall operate one to three specific route programs. Successful
21 completion of the program shall make a candidate eligible for residency
22 teacher certification. For route one and two candidates, the mentor of
23 the teacher candidate at the school and the supervisor of the teacher
24 candidate from the higher education teacher preparation program must
25 both agree that the teacher candidate has successfully completed the
26 program. For route three candidates, the mentor of the teacher
27 candidate shall make the determination that the candidate has
28 successfully completed the program.

29 (1) Partnership grant programs seeking funds to operate route one
30 programs shall enroll currently employed classified instructional
31 employees with transferable associate degrees seeking residency teacher
32 certification with endorsements in special education, bilingual
33 education, or English as a second language. It is anticipated that
34 candidates enrolled in this route will complete both their
35 baccalaureate degree and requirements for residency certification in
36 two years or less, including a mentored internship to be completed in
37 the final year. In addition, partnership programs shall uphold entry
38 requirements for candidates that include:

1 (a) District or building validation of qualifications, including
2 three years of successful student interaction and leadership as a
3 classified instructional employee;

4 (b) Successful passage of the statewide basic skills exam, when
5 available; and

6 (c) Meeting the age, good moral character, and personal fitness
7 requirements adopted by rule for teachers.

8 (2) Partnership grant programs seeking funds to operate route two
9 programs shall enroll currently employed classified staff with
10 baccalaureate degrees seeking residency teacher certification in
11 subject matter shortage areas and areas with shortages due to
12 geographic location. Candidates enrolled in this route must complete
13 a mentored internship complemented by flexibly scheduled training and
14 coursework offered at a local site, such as a school or educational
15 service district, or online or via video-conference over the K-20
16 network, in collaboration with the partnership program's higher
17 education partner. In addition, partnership grant programs shall
18 uphold entry requirements for candidates that include:

19 (a) District or building validation of qualifications, including
20 three years of successful student interaction and leadership as
21 classified staff;

22 (b) A baccalaureate degree from a regionally accredited institution
23 of higher education. The individual's college or university grade
24 point average may be considered as a selection factor;

25 (c) Successful completion of the content test, once the state
26 content test is available;

27 (d) Meeting the age, good moral character, and personal fitness
28 requirements adopted by rule for teachers; and

29 (e) Successful passage of the statewide basic skills exam, when
30 available.

31 (3) Partnership grant programs seeking funds to operate route three
32 programs shall enroll individuals with baccalaureate degrees, who are
33 not employed in the district at the time of application, or who hold
34 emergency substitute certificates. When selecting candidates for
35 certification through route three, districts shall give priority to
36 individuals who are seeking residency teacher certification in subject
37 matter shortage areas or shortages due to geographic locations. For
38 route three only, the districts may include additional candidates in
39 nonshortage subject areas if the candidates are seeking endorsements

1 with a secondary grade level designation as defined by rule by the
2 state board of education. The districts shall disclose to candidates
3 in nonshortage subject areas available information on the demand in
4 those subject areas. Cohorts of candidates for this route shall attend
5 an intensive summer teaching academy, followed by a full year employed
6 by a district in a mentored internship, followed, if necessary, by a
7 second summer teaching academy. In addition, partnership programs
8 shall uphold entry requirements for candidates that include:

9 (a) Five years' experience in the work force;

10 (b) A baccalaureate degree from a regionally accredited institution
11 of higher education. The individual's grade point average may be
12 considered as a selection factor;

13 (c) Successful completion of the content test, once the state
14 content test is available;

15 (d) External validation of qualifications, including demonstrated
16 successful experience with students or children, such as references
17 letters and letters of support from previous employers;

18 (e) Meeting the age, good moral character, and personal fitness
19 requirements adopted by rule for teachers; and

20 (f) Successful passage of statewide basic skills exams, when
21 available.

22 NEW SECTION. **Sec. 6.** The alternative route conditional
23 scholarship program is created under the following guidelines:

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

27 (a) To adopt necessary rules and develop guidelines to administer
28 the program;

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

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

33 (2) Participation in the alternative route conditional scholarship
34 program is limited to classified staff in routes one and two of the
35 partnership grant programs under section 5 of this act. The Washington
36 professional educator standards board shall select classified staff to
37 receive conditional scholarships.

1 (3) In order to receive conditional scholarship awards, recipients
2 shall be accepted and maintain enrollment in alternative certification
3 routes through the partnership grant program, as provided in section 5
4 of this act. Recipients must continue to make satisfactory progress
5 towards completion of the alternative route certification program and
6 receipt of a residency teaching certificate.

7 (4) For the purpose of this chapter, a conditional scholarship is
8 a loan that is forgiven in whole or in part in exchange for service as
9 a certificated teacher employed in a Washington state K-12 public
10 school. The state shall forgive one year of loan obligation for every
11 two years a recipient teaches in a public school. Recipients that fail
12 to continue a course of study leading to residency teacher
13 certification or cease to teach in a public school in the state of
14 Washington in their endorsement area are required to repay the
15 remaining loan principal with interest.

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

21 (6) To the extent funds are appropriated for this specific purpose,
22 the annual amount of the scholarship is the annual cost of tuition for
23 the alternative route certification program in which the recipient is
24 enrolled, not to exceed four thousand dollars. The board may adjust
25 the annual award by the average rate of resident undergraduate tuition
26 and fee increases at the state universities as defined in RCW
27 28B.10.016.

28 (7) The higher education coordinating board may deposit all
29 appropriations, collections, and any other funds received for the
30 program in this chapter in the student loan account authorized in RCW
31 28B.102.060.

32 NEW SECTION. **Sec. 7.** This chapter expires June 30, 2005.

33 NEW SECTION. **Sec. 8.** The Washington state institute for public
34 policy shall submit to the education and fiscal committees of the
35 legislature, the governor, the state board of education, and the
36 Washington professional educator standards board, an interim evaluation
37 of partnership grant programs funded under this chapter by December 1,

1 2002, and a final evaluation by December 1, 2004. If specific funding
2 for the purposes of this section, referencing this section and this act
3 by bill or chapter number, is not provided by June 30, 2001, in the
4 omnibus appropriations act, this section is null and void.

5 NEW SECTION. **Sec. 9.** Sections 1 through 8 and 10 of this act
6 constitute a new chapter in Title 28A RCW.

7 NEW SECTION. **Sec. 10.** School districts or approved private
8 schools' ability to employ personnel under certification for emergency
9 or temporary, substitute, or provisional duty as authorized by chapter
10 28A.410 RCW are not affected by the provisions of this act."

11 **E2SSB 5695** - H AMD
12 By Representative

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14 On page 1, line 2 of the title, after "certification;" strike the
15 remainder of the title and insert "adding a new chapter to Title 28A
16 RCW; creating a new section; and providing an expiration date."

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