

---

SECOND SUBSTITUTE HOUSE BILL 1607

---

State of Washington

57th Legislature

2001 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Anderson, Haigh, Talcott, Quall, Keiser, Kenney, Schual-Berke, Edmonds, Rockefeller, McIntire, O'Brien, Darneille and Santos; by request of Governor Locke and Superintendent of Public Instruction)

Read first time 03/08/2001. Referred to Committee on .

1 AN ACT Relating to high-quality alternative routes to teacher  
2 certification; adding a new chapter to Title 28A RCW; creating a new  
3 section; and providing an expiration date.

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

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

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

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

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

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

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

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

3 The legislature recognizes widespread concerns about the potential  
4 for teacher shortages and finds that classified instructional staff in  
5 public schools represent a great untapped resource for recruiting the  
6 teachers of the future.

7 NEW SECTION. **Sec. 2.** There is hereby created a statewide  
8 partnership grant program to provide new high-quality alternative  
9 routes to residency teacher certification. To the extent funds are  
10 appropriated for this specific purpose, funds provided under this  
11 partnership grant program shall be used solely for school districts, or  
12 consortia of school districts, to partner with state-approved higher  
13 education teacher preparation programs to provide one or more of three  
14 alternative route programs in section 5 of this act, aimed at  
15 recruiting candidates to teaching in subject matter shortage areas and  
16 areas with shortages due to geographic location. Districts, or  
17 consortia of districts, may also include their educational service  
18 districts in their partnership grant program. Partnership programs  
19 receiving grants may enroll candidates as early as January 2002.

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

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

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

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

31 (d) An assurance of district provision of adequate training for  
32 mentor teachers either through participation in a state mentor training  
33 academy or district-provided training that meets state-established  
34 mentor-training standards specific to the mentoring of alternative  
35 route candidates;

36 (e) An assurance that significant time will be provided for mentor  
37 teachers to spend with the alternative route teacher candidates

1 throughout the internship. Partnerships must provide each candidate  
2 with intensive classroom mentoring until such time as the candidate  
3 demonstrates the competency necessary to manage the classroom with less  
4 intensive supervision and guidance from a mentor;

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

8 (g) The design and use of a teacher development plan for each  
9 candidate. The plan shall specify the alternative route coursework and  
10 training required of each candidate and shall be developed by comparing  
11 the candidate's prior experience and coursework with the state's new  
12 performance-based standards for residency certification and adjusting  
13 any requirements accordingly. The plan shall include the following  
14 components:

15 (i) A minimum of one-half of a school year, and an additional  
16 significant amount of time if necessary, of intensive mentorship,  
17 starting with full-time mentoring and progressing to increasingly less  
18 intensive monitoring and assistance as the intern demonstrates the  
19 skills necessary to take over the classroom with less intensive  
20 support;

21 (ii) Identification of performance indicators based on the  
22 knowledge and skills standards required for residency certification by  
23 the state board of education;

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

26 (iv) A description of strategies for assessing candidate  
27 performance on the benchmarks;

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

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

34 (2) Districts may apply for program funds to pay stipends to both  
35 mentor teachers and interns during their mentored internship. For both  
36 intern stipends and accompanying mentor stipends, the per intern  
37 district request for funds may not exceed the amount designated by the  
38 BA+0 cell on the statewide teacher salary allocation schedule. This  
39 amount shall be prorated for internships and mentorships that last less

1 than a full school year. Interns in the program for a full year shall  
2 be provided a stipend of at least eighty percent of the amount  
3 generated by the BA+0 cell on the statewide teacher salary allocation  
4 schedule. This amount shall be prorated for internships that last less  
5 than a full school year.

6 NEW SECTION. **Sec. 4.** (1) The professional educator standards  
7 board, with support from the office of the superintendent of public  
8 instruction, shall select school districts and consortia of school  
9 districts to receive partnership grants from funds appropriated by the  
10 legislature for this purpose. Factors to be considered in selecting  
11 proposals include:

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

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

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

18 (d) Any demonstrated district and in-kind contributions to the  
19 program.

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

23 (3) Funds appropriated for the partnership grant program in this  
24 chapter shall be administered by the office of the superintendent of  
25 public instruction.

26 NEW SECTION. **Sec. 5.** Partnership grants funded under this chapter  
27 shall operate one to three specific route programs. Successful  
28 completion of the program shall make a candidate eligible for residency  
29 teacher certification.

30 (1) Partnership grant programs seeking funds to operate route one  
31 programs shall enroll currently employed classified instructional  
32 employees with transferable associate degrees seeking residency teacher  
33 certification with endorsements in special education or English as a  
34 second language. It is anticipated that candidates enrolled in this  
35 route will complete both their baccalaureate degree and requirements  
36 for residency certification in two years or less, including a mentored

1 internship to be completed in the final year. In addition, partnership  
2 programs shall uphold entry requirements for candidates that include:

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

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

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

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

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

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

27 (c) Successful completion of the content test, once the state  
28 content test is available;

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

31 (e) Successful passage of the statewide basic skills exam, when  
32 available.

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

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

- 11 (a) Five years' experience in the work force;
- 12 (b) A baccalaureate degree from a regionally accredited institution  
13 of higher education. The individual's grade point average may be  
14 considered as a selection factor;
- 15 (c) Successful completion of the content test, once the state  
16 content test is available;
- 17 (d) External validation of qualifications, including demonstrated  
18 successful experience with students or children, such as references  
19 letters and letters of support from previous employers;
- 20 (e) Meeting the age, good moral character, and personal fitness  
21 requirements adopted by rule for teachers; and
- 22 (f) Successful passage of statewide basic skills exams, when  
23 available.

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

- 26 (1) The program shall be administered by the higher education  
27 coordinating board. In administering the program, the higher education  
28 coordinating board has the following powers and duties:
  - 29 (a) To adopt necessary rules and develop guidelines to administer  
30 the program;
  - 31 (b) To collect and manage repayments from participants who do not  
32 meet their service obligations; and
  - 33 (c) To accept grants and donations from public and private sources  
34 for the program.
- 35 (2) The Washington professional educator standards board shall  
36 select interns who are eligible to receive conditional scholarships.
- 37 (3) In order to receive conditional scholarship awards, recipients  
38 shall be accepted and maintain enrollment in alternative certification

1 routes through the partnership grant program, as provided in section 5  
2 of this act. Recipients must continue to make satisfactory progress  
3 towards completion of the alternative route certification program and  
4 receipt of a residency teaching certificate.

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

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

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

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

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

31 NEW SECTION. **Sec. 8.** The Washington state institute for public  
32 policy shall submit to the education and fiscal committees of the  
33 legislature, the governor, the state board of education, and the  
34 Washington professional educator standards board, an interim evaluation  
35 of partnership grant programs funded under this chapter by December 1,  
36 2002, and a final evaluation by December 1, 2004. If specific funding  
37 for the purposes of this section, referencing this section and this act

1 by bill or chapter number, is not provided by June 30, 2001, in the  
2 omnibus appropriations act, this section is null and void.

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

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

--- END ---