
HOUSE BILL 2831

State of Washington 60th Legislature 2008 Regular Session

By Representatives Anderson, Wallace, Priest, Quall, Sullivan, and Haigh

Read first time 01/16/08. Referred to Committee on Education.

1 AN ACT Relating to improving teacher preparation programs; and
2 creating new sections.

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

4 NEW SECTION. **Sec. 1.** (1) The academic research is clear that
5 effective teachers have a significant impact and are the most important
6 school-related factor affecting student achievement. According to the
7 Washington state institute for public policy, a student with five
8 consecutive highly effective teachers could see an increase in thirty
9 scale points on the Washington assessment of student learning. In
10 theory, a significant, sustained, and systemwide increase in teacher
11 effectiveness has the potential to boost the state's graduation rate by
12 as much as thirteen percentage points.

13 (2) What is less clear is how to obtain effective teachers.
14 National reports reveal an ongoing debate about the best way to prepare
15 future teachers and raise significant questions about the quality of
16 both university-based and alternative programs.

17 (a) More scrutiny is needed to determine if there is a disconnect
18 between the core teaching competencies and subject area knowledge

1 provided by preparation programs and those needed in today's schools
2 and classrooms.

3 (b) Washington's colleges of education produce five thousand four
4 hundred newly certified teachers each year, but forty-three percent of
5 them are endorsed in elementary education. Fewer than three hundred
6 are endorsed in special education or one of the sciences, and fewer
7 than two hundred are endorsed in mathematics or English as a second
8 language. Strategies must be developed to increase program capacity
9 and certificate production in critical high-demand subject areas.

10 (c) Programs offered in Washington are subject to state approval
11 through the professional educator standards board, but additional
12 opportunities for accountability should be examined to ensure the
13 desired outcome of the most effective teachers possible.

14 (3) Therefore the legislature intends to examine more thoroughly
15 the issues regarding preparation of effective teachers and develop
16 strategies for improving the quality of the future teaching workforce.

17 NEW SECTION. **Sec. 2.** (1) The Washington state institute for
18 public policy shall review and analyze teacher preparation in
19 Washington state and identify possible strategies for improving the
20 effectiveness of future teachers through:

21 (a) Strengthening the essential competencies and knowledge that
22 preparation programs are expected to provide for initial teacher
23 certification and reducing unnecessary or lower priority requirements;

24 (b) Increasing program capacity and degree production in
25 high-demand subject areas; and

26 (c) Enhancing the state's accountability system for teacher
27 preparation programs.

28 (2) In conducting the review and analysis, the institute shall at
29 a minimum:

30 (a) Review the research literature on teacher preparation,
31 including any rigorous studies of the characteristics of teacher
32 preparation programs that are associated with effective teachers or
33 effective teaching;

34 (b) If necessary, rely on multiple sources of information to
35 compensate for limited outcomes-based research, including surveys,
36 interviews with educators, case studies, data collection and analysis,

1 and an examination of innovative programs in Washington or in other
2 states; and

3 (c) Develop an evaluation framework and conduct an in-depth review
4 of a sample of teacher preparation programs, including alternative
5 route programs, to identify strengths, weaknesses, and opportunities
6 for improvement.

7 (3) The institute shall also propose a rigorous study of the
8 relationship between teacher effectiveness and teacher preparation
9 programs, including the necessary data elements, research design,
10 timelines, and costs.

11 (4) The institute shall submit an interim report to the education
12 committees of the legislature by December 1, 2008. The interim report
13 may include a preliminary literature review, the proposed study under
14 subsection (3) of this section, and an outline of the remaining review
15 and analysis. A final report including the results of the program
16 evaluation and possible strategies for improvement shall be submitted
17 by December 1, 2009.

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