

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE SENATE BILL 5955

Chapter 402, Laws of 2007

(partial veto)

60th Legislature
2007 Regular Session

EDUCATOR PREPARATION, PROFESSIONAL DEVELOPMENT, AND COMPENSATION

EFFECTIVE DATE: 07/22/07

Passed by the Senate April 20, 2007
YEAS 34 NAYS 11

BRAD OWEN

President of the Senate

Passed by the House April 18, 2007
YEAS 94 NAYS 1

FRANK CHOPP

Speaker of the House of Representatives

Approved May 9, 2007, 10:04 a.m., with
the exception of sections 3 through 6
which are vetoed.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Thomas Hoemann, Secretary of
the Senate of the State of
Washington, do hereby certify that
the attached is **SECOND SUBSTITUTE
SENATE BILL 5955** as passed by the
Senate and the House of
Representatives on the dates
hereon set forth.

THOMAS HOEMANN

Secretary

FILED

May 11, 2007

**Secretary of State
State of Washington**

SECOND SUBSTITUTE SENATE BILL 5955

AS AMENDED BY THE HOUSE

Passed Legislature - 2007 Regular Session

State of Washington 60th Legislature 2007 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators Tom, McAuliffe, Kauffman, Oemig, Kilmer, Eide, Kohl-Welles and Rasmussen)

READ FIRST TIME 03/05/07.

1 AN ACT Relating to educator preparation, professional development,
2 and compensation; amending RCW 28A.310.350; adding new sections to
3 chapter 28A.415 RCW; creating new sections; and repealing RCW
4 28A.300.350, 28A.415.200, and 28A.415.205.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.415
7 RCW to read as follows:

8 SCHOOL DISTRICT LEADERSHIP ACADEMY. (1) Research supports the
9 value of quality school and school district leadership. Effective
10 leadership is critical to improving student learning and transforming
11 underperforming schools and school districts into world-class learning
12 centers.

13 (2) A public-private partnership is established to develop, pilot,
14 and implement the Washington state leadership academy to focus on the
15 development and enhancement of personal leadership characteristics and
16 the teaching of effective practices and skills demonstrated by school
17 and district administrators who are successful managers and
18 instructional leaders. It is the goal of the academy to provide state-
19 of-the-art programs and services across the state.

1 (3) Academy partners include the state superintendent and principal
2 professional associations, private nonprofit foundations, institutions
3 of higher education with approved educator preparation programs, the
4 professional educator standards board, the office of the superintendent
5 of public instruction, educational service districts, the state school
6 business officers' association, and other entities identified by the
7 partners. The partners shall designate an independent organization to
8 act as the fiscal agent for the academy and shall establish a board of
9 directors to oversee and direct the academy's finances, services, and
10 programs. The academy shall be supported by a national research
11 institution with demonstrated expertise in educational leadership.

12 (4) Initial development of academy course content and activities
13 shall be supported by private funds. Initial tasks of the academy are
14 to:

15 (a) Finalize a comprehensive design of the academy and the
16 development of the curriculum frameworks for a comprehensive leadership
17 development program that includes coursework, practicum, mentoring, and
18 evaluation components;

19 (b) Develop curriculum for individual leadership topics;

20 (c) Pilot the curriculum and all program components; and

21 (d) Modify the comprehensive design, curriculum coursework,
22 practicum, and mentoring programs based on the research results gained
23 from pilot activities.

24 (5) The board of directors shall report semiannually to the
25 superintendent of public instruction on the financial contributions
26 provided by foundations and other organizations to support the work of
27 the academy. The board of directors shall report by December 31st each
28 year to the superintendent of public instruction on the programs and
29 services provided, numbers of participants in the various academy
30 activities, evaluation activities regarding program and participant
31 outcomes, and plans for the academy's future development.

32 (6) The board of directors shall make recommendations for changes
33 in superintendent and principal preparation programs, the administrator
34 licensure system, and continuing education requirements.

35 NEW SECTION. **Sec. 2.** PROFESSIONAL EDUCATOR STANDARDS BOARD
36 DUTIES. (1) The purpose of the duties in this section for the
37 professional educator standards board is to take the next steps in

1 developing quality teaching knowledge and skill in the state's teaching
2 ranks. The duties build upon the current teacher development
3 foundation that requires demonstrated teaching competency, requires
4 evidence of positive impact on student learning, and focuses on
5 furthering state kindergarten through twelfth grade learning goals
6 through instructional skill alignment.

7 (2) The professional educator standards board shall:

8 (a) By December 2007:

9 (i) Adopt new knowledge and skill standards that prepare all
10 individuals seeking residency teacher certification to integrate
11 mathematics across all content areas; and

12 (ii) Adopt new certification requirements for individuals seeking
13 residency teacher certification as elementary education or middle level
14 and secondary mathematics teachers to assure adequate content and
15 instructional strategy preparation to teach to the kindergarten through
16 twelfth grades state mathematics and science standards;

17 (b) By June 2009:

18 (i) Set performance standards and develop, pilot, and implement a
19 uniform and externally administered professional-level certification
20 assessment based on demonstrated teaching skill. In the development of
21 this assessment, consideration shall be given to changes in
22 professional certification program components such as the culminating
23 seminar;

24 (ii) Summarize its work in the development of the assessment in
25 (b)(i) of this subsection in the annual reports required by RCW
26 28A.410.240; and

27 (iii) Review and revise the standards for higher education teacher
28 preparation programs to incorporate updated practices to enhance
29 teacher success in a knowledge and skill-based performance system that
30 emphasizes strong content, applied learning, and personal, meaningful
31 connections with students; and

32 (c) By December 2009, review and revise as needed teacher
33 preparation standards and requirements to focus on diversity in
34 cultural knowledge and respect.

35 ***NEW SECTION. Sec. 3. A new section is added to chapter 28A.415**
36 **RCW to read as follows:**

37 **MATH, SCIENCE, AND TARGETED SECONDARY READING INITIATIVE. Sections**

1 3 through 6 of this act represent core components of a comprehensive
2 initiative to improve mathematics, science, and targeted secondary
3 reading education and achievement through educator professional
4 development and support. The initiative focuses on:

5 (1) A regional delivery system to provide professional development
6 and support to schools and school districts through the educational
7 service districts;

8 (2) A tiered support system that provides resources, services,
9 assistance, and intervention for schools and districts, depending on
10 their levels of need;

11 (3) Leveraging existing public and private resources and district-
12 initiated activities; and

13 (4) Accountability through outcome-oriented performance agreements,
14 contracts, reporting, and data collection.

*Sec. 3 was vetoed. See message at end of chapter.

15 *NEW SECTION. Sec. 4. A new section is added to chapter 28A.415
16 RCW to read as follows:

17 MATH, SCIENCE, AND TARGETED SECONDARY READING INITIATIVE. (1)
18 Subject to funds appropriated for this purpose, the mathematics,
19 science, and targeted secondary reading improvement initiative shall
20 provide the capacity and resources for the superintendent of public
21 instruction, educational service districts, school districts, and
22 schools to conduct a broad range of activities, depending on the level
23 of need and priority of the school or district. The focus of the
24 initiative is on building and enhancing the quality of mathematics and
25 science instruction.

26 (2) Activities supported by the initiative include, but are not
27 limited to:

28 (a) Targeted professional development in content knowledge,
29 content-specific pedagogy, differentiated instruction, effective
30 teaching strategies, learning modules, and mathematics and science
31 standards and curriculum;

32 (b) Use and analysis of diagnostic assessments and other data on
33 student achievement to improve instruction;

34 (c) Curriculum alignment and development or purchase of
35 supplemental materials;

36 (d) Integration of technology; and

37 (e) Mentors and instructional coaches.

*Sec. 4 was vetoed. See message at end of chapter.

1 **NEW SECTION. Sec. 5. A new section is added to chapter 28A.415*
2 *RCW to read as follows:*

3 *MATH, SCIENCE, AND TARGETED SECONDARY READING INITIATIVE. (1) In*
4 *support of the mathematics, science, and targeted secondary reading*
5 *improvement initiative, the office of the superintendent of public*
6 *instruction shall:*

7 (i) *In collaboration with the educational service districts,*
8 *develop a methodology for distributing funds appropriated for*
9 *activities under the tiered support system in this section among the*
10 *educational service districts and among the three tiers of support.*
11 *The methodology shall take into account the anticipated demand and need*
12 *for services by school districts in each tier and the size of those*
13 *school districts. The methodology shall also reflect a higher priority*
14 *and greater need for support and resources for schools and districts in*
15 *tier three;*

16 (ii) *Develop guidelines for educational service districts in*
17 *administering grants, developing district improvement agreements, and*
18 *implementing intensive intervention and support services. The*
19 *guidelines shall not require all educational service districts to*
20 *follow the same procedures in all circumstances, but shall ensure*
21 *general equity for school districts across the state in how the*
22 *districts may access resources under the initiative and the activities*
23 *and services that are provided by the educational service districts;*

24 (iii) *Identify the schools and school districts eligible for tier*
25 *three intensive intervention and support, based on low student*
26 *performance in mathematics and science. The superintendent shall*
27 *consider whether the school has the capacity to feasibly integrate*
28 *additional resources with any existing state or federal improvement*
29 *funds. To the maximum extent possible, the identification of and the*
30 *intensive intervention services provided to tier three schools and*
31 *districts shall align with the accountability plan developed by the*
32 *state board of education; and*

33 (iv) *In collaboration with the educational service districts,*
34 *develop guidelines and a common reporting format for collecting data*
35 *and information about the activities and outcomes under the initiative*
36 *and designate one or more common diagnostic assessments for districts*
37 *to use in reporting and monitoring student achievement.*

1 (2)(a) *If funds are appropriated, resources for the mathematics,*
2 *science, and targeted secondary reading improvement initiative shall be*
3 *provided through the office of the superintendent of public instruction*
4 *and educational service districts to schools and school districts based*
5 *on a tiered support system. The legislature's intent is that resources*
6 *from the mathematics, science, and targeted secondary reading*
7 *improvement initiative are provided over a four-year period.*

8 (b) *Tier one: Initiative grants. School districts may apply on a*
9 *competitive basis to their educational service district for grants to*
10 *support activities to improve mathematics, science, and secondary*
11 *reading instruction. A district may contract with the educational*
12 *service district for services, use the grant for district-initiated*
13 *activities, or both. Tier one districts must demonstrate how district*
14 *resources and resources from public-private partnerships shall be used*
15 *to leverage the grant funds. Tier one grant recipients must identify*
16 *measurable outcomes from the activities supported by the grant and*
17 *report results in a prescribed format, including student achievement*
18 *data from designated diagnostic assessments.*

19 (c) *Tier two: Improvement agreements. School districts may work*
20 *with the office of the superintendent of public instruction and*
21 *educational service districts to plan, develop, and implement a*
22 *mathematics, science, and targeted secondary reading improvement*
23 *initiative tailored to the needs of the district. The office of the*
24 *superintendent of public instruction, the educational service district,*
25 *and the school district shall develop a joint agreement that identifies*
26 *the services and support to be provided by the educational service*
27 *district, the activities to be conducted by the district using*
28 *improvement agreement funds, and the expected measurable outcomes from*
29 *the activities. Recipients of funds under a tier two improvement*
30 *agreement must report results of the activities supported by the*
31 *agreement in a prescribed format, including student achievement data*
32 *from designated diagnostic assessments.*

33 (d) *Tier three: Intensive intervention and support. School*
34 *districts and schools with low student performance in mathematics,*
35 *science, and/or secondary reading as identified by the superintendent*
36 *of public instruction under subsection (1) of this section are eligible*
37 *for intensive intervention and support coordinated by the office of the*

1 superintendent of public instruction and/or the educational service
2 district. School districts or individual schools may receive tier
3 three support. Recipients of funds under tier three support must:

4 (i) Participate in an audit of the mathematics, science, and
5 secondary reading instructional delivery system, including policies and
6 practices, curriculum alignment, teacher pedagogy and content
7 knowledge, and assessment of overall climate and practice compared to
8 best practices;

9 (ii) Develop, with assistance from the educational service
10 district, a school or district intervention plan that focuses on areas
11 of highest need and provides intensive professional development in
12 those areas;

13 (iii) Participate in professional development using the services of
14 a technical assistance team that includes a trained and experienced
15 facilitator and mathematics, science, or reading instructional coaches
16 to provide job-embedded professional development; and

17 (iv) Identify measurable outcomes from the activities supported by
18 the grant and report results in a prescribed format, including student
19 achievement data from designated diagnostic assessments.

*Sec. 5 was vetoed. See message at end of chapter.

20 *NEW SECTION. Sec. 6. A new section is added to chapter 28A.415
21 RCW to read as follows:

22 MATH, SCIENCE, AND TARGETED SECONDARY READING INITIATIVE. (1)
23 Educational service districts shall coordinate with the superintendent
24 of public instruction to develop and maintain the capacity to provide
25 administrative, professional development, technical assistance, and
26 intervention services under the mathematics, science, and targeted
27 secondary reading improvement initiative to support school districts as
28 required under section 5 of this act, including:

29 (a) Administering, reviewing, and monitoring grants for tier one
30 grant recipients and providing contracted services;

31 (b) Developing, administering, and monitoring tier two improvement
32 agreements and providing support and services under the terms of the
33 agreements; and

34 (c) Coordinating and providing the intensive intervention and
35 support for tier three schools and districts, including the
36 instructional audit, intervention plan, and intervention team.

37 (2) Educational service districts shall also:

1 (a) *Develop public-private partnerships and seek external grants*
2 *and funds to leverage the state resources provided to support the*
3 *mathematics and science improvement initiative;*

4 (b) *Collect, compile, and disseminate data and information about*
5 *the activities and outcomes under the initiative, including student*
6 *achievement data from designated diagnostic assessments; and*

7 (c) *Develop appropriate reporting and monitoring procedures to*
8 *ensure accountability for the use of funds distributed to school*
9 *districts through the tiered support system and for the achievement of*
10 *desired outcomes.*

**Sec. 6 was vetoed. See message at end of chapter.*

11 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.415
12 RCW to read as follows:

13 REGIONAL PROFESSIONAL DEVELOPMENT PARTNERSHIPS. The office of the
14 superintendent of public instruction shall:

15 (1) Create partnerships with the educational service districts or
16 public or private institutions of higher education with approved
17 educator preparation programs to develop and deliver professional
18 development learning opportunities for educators that fulfill the goals
19 and address the activities described in sections 3 through 6 and 9 of
20 this act. The partnerships shall:

21 (a) Support school districts by providing professional development
22 leadership, courses, and consultation services to school districts in
23 their implementation of professional development activities, including
24 the activities described in sections 3 through 6 and 9 of this act; and

25 (b) Support one another in the delivery of state-level and
26 regional-level professional development activities such as state
27 conferences and regional accountability institutes; and

28 (2) Enter into a performance agreement with each educational
29 service district to clearly articulate partner responsibilities and
30 assure fidelity for the delivery of professional development
31 initiatives including job-embedded practices. Components of such
32 performance agreements shall include:

33 (a) Participation in the development of various professional
34 development workshops, programs, and activities;

35 (b) Characteristics and qualifications of professional development
36 staff supported by the program;

1 (c) Methods to ensure consistent delivery of professional
2 development services; and

3 (d) Reporting responsibilities related to services provided,
4 program participation, outcomes, and recommendations for service
5 improvement.

6 **Sec. 8.** RCW 28A.310.350 and 1977 ex.s. c 283 s 10 are each amended
7 to read as follows:

8 EDUCATIONAL SERVICE DISTRICTS. The basic core services and cost
9 upon which educational service districts are budgeted shall include,
10 but not be limited to, the following:

11 (1) Educational service district administration and facilities such
12 as office space, maintenance and utilities;

13 (2) Cooperative administrative services such as assistance in
14 carrying out procedures to abolish sex and race bias in school
15 programs, fiscal services, grants management services, special
16 education services and transportation services;

17 (3) Personnel services such as certification/registration services;

18 (4) Learning resource services such as audio visual aids;

19 (5) Cooperative curriculum services such as health promotion and
20 health education services, in-service training, workshops and
21 assessment; (~~and~~)

22 (6) Professional development services identified by statute or the
23 omnibus appropriations act; and

24 (7) Special needs of local education agencies.

25 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.415
26 RCW to read as follows:

27 MATHEMATICS AND SCIENCE TEACHER PROFESSIONAL DEVELOPMENT. (1)
28 Subject to funds appropriated for this purpose, targeted professional
29 development programs, to be known as learning improvement days, are
30 authorized to further the development of outstanding mathematics,
31 science, and reading teaching and learning opportunities in the state
32 of Washington. The intent of this section is to provide guidance for
33 the learning improvement days in the omnibus appropriations act. The
34 learning improvement days authorized in this section shall not be
35 considered part of the definition of basic education.

36 (2) The expected outcomes of these programs are:

1 (a) Provision of meaningful, targeted professional development for
2 all teachers in mathematics, science, or reading;

3 (b) Increased knowledge and instructional skill for mathematics,
4 science, or reading teachers;

5 (c) Increased use of curriculum materials with supporting
6 diagnostic and supplemental materials that align with state standards;

7 (d) Skillful guidance for students participating in alternative
8 assessment activities;

9 (e) Increased rigor of course offerings especially in mathematics,
10 science, and reading;

11 (f) Increased student opportunities for focused, applied
12 mathematics and science classes;

13 (g) Increased student success on state achievement measures; and

14 (h) Increased student appreciation of the value and uses of
15 mathematics, science, and reading knowledge and exploration of related
16 careers.

17 (3) School districts receiving resources under this section shall
18 submit reports to the superintendent of public instruction regarding
19 the use of the funds; how the use of the funds is associated with
20 measurable improvement in the expected outcomes described under
21 subsection (2) of this section; and how other professional development
22 resources and programs authorized in statute or in the omnibus
23 appropriations act contribute to the expected outcomes. The
24 superintendent of public instruction and the office of financial
25 management shall collaborate on required report content and format.

26 NEW SECTION. **Sec. 10.** A new section is added to chapter 28A.415
27 RCW to read as follows:

28 RECRUITING WASHINGTON TEACHERS. (1) The recruiting Washington
29 teachers program is established to recruit and provide training and
30 support for high school students to enter the teaching profession,
31 especially in teacher shortage areas and among under-represented groups
32 and multilingual, multicultural students. The program shall be
33 administered by the professional educator standards board.

34 (2) The program shall consist of the following components:

35 (a) Targeted recruitment of diverse students, including but not
36 limited to students from under-represented groups and multilingual,
37 multicultural students in grades nine through twelve through outreach

1 and communication strategies. The focus of recruitment efforts shall
2 be on encouraging students to consider and explore becoming future
3 teachers in mathematics, science, bilingual education, special
4 education, and English as a second language. Program enrollment is not
5 limited to students from under-represented groups or multilingual,
6 multicultural students;

7 (b) A curriculum that provides future teachers with opportunities
8 to observe classroom instruction at all grade levels; includes
9 preteaching internships at all grade levels with a focus on shortage
10 areas; and covers such topics as lesson planning, learning styles,
11 student learning data and information, the achievement gap, cultural
12 competency, and education policy;

13 (c) Academic and community support services for students to help
14 them overcome possible barriers to becoming future teachers, such as
15 supplemental tutoring; advising on college readiness, applications, and
16 financial aid processes; and mentoring; and

17 (d) Future teacher camps held on college campuses where students
18 can attend workshops and interact with college faculty and current
19 teachers.

20 (3) As part of its administration of the program, the professional
21 educator standards board shall:

22 (a) Develop the curriculum and program guidelines in consultation
23 with an advisory group of teachers, representatives of teacher
24 preparation programs, teacher candidates, students, and representatives
25 of diverse communities;

26 (b) Subject to funds appropriated for this purpose, allocate grant
27 funds through a competitive process to partnerships of high schools,
28 teacher preparation programs, and community-based organizations to
29 design and deliver programs that include the components under
30 subsection (2) of this section; and

31 (c) Conduct an evaluation of the effectiveness of current
32 strategies and programs for recruiting teachers, especially
33 multilingual, multicultural teachers, in Washington and in other
34 states. The board shall use the findings from the evaluation to revise
35 the recruiting Washington teachers program as necessary and make other
36 recommendations to teacher preparation programs or the legislature.

1 NEW SECTION. **Sec. 11.** The following acts or parts of acts are
2 each repealed:

3 (1) RCW 28A.300.350 (Excellence in mathematics training program)
4 and 1999 c 347 s 2;

5 (2) RCW 28A.415.200 (Minority teacher recruitment program--Intent)
6 and 1989 c 146 s 1; and

7 (3) RCW 28A.415.205 (Minority teacher recruitment program) and 2005
8 c 497 s 211, 1991 c 238 s 75, & 1989 c 146 s 2.

9 NEW SECTION. **Sec. 12.** Captions used in this act are not any part
10 of the law.

 Passed by the Senate April 20, 2007.
 Passed by the House April 18, 2007.
 Approved by the Governor May 9, 2007, with the exception of
 certain items that were vetoed.
 Filed in Office of Secretary of State May 11, 2007.

 Note: Governor's explanation of partial veto is as follows:

"I am returning, without my approval as to Sections 3 through 6,
Second Substitute Senate Bill 5955 entitled:

"AN ACT Relating to educator preparation, professional
development, and compensation."

Sections 3 through 6 of this bill provide for the creation of a math,
science and targeted secondary reading initiative. Section 3
describes the initiative's tiered support system that provides
resources and intervention to schools and districts on a grant basis
depending on levels of need. Section 4 outlines specific activities.
Section 5 addresses distribution of targeted assistance funds. And,
Section 6 identifies certain duties of participating Education School
Districts. While provisions for the initiative are well-meaning, no
funding was provided for their implementation.

For these reasons, I have vetoed Sections 3 through 6 of Second
Substitute Senate Bill 5955.

With the exception of Sections 3 through 6, Second Substitute Senate
Bill 5955 is approved."