
HOUSE BILL 2609

State of Washington

64th Legislature

2016 Regular Session

By Representatives Magendanz, Muri, McCaslin, Griffey, Stambaugh, Harris, Haler, and Stokesbary

Read first time 01/15/16. Referred to Committee on Education.

1 AN ACT Relating to educator cultural competence; amending RCW
2 28A.405.106 and 28A.405.120; adding a new section to chapter 28A.345
3 RCW; adding a new section to chapter 28A.415 RCW; and adding a new
4 section to chapter 28A.657 RCW.

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.345
7 RCW to read as follows:

8 The Washington state school directors' association, in
9 consultation with the office of the superintendent of public
10 instruction, the professional educator standards board, the steering
11 committee established in RCW 28A.405.100, and the educational
12 opportunity gap oversight and accountability committee, must develop
13 a plan for the creation and delivery of cultural competency training
14 for school board directors and superintendents. The training program
15 must also include the foundational elements of cultural competence,
16 focusing on multicultural education and principles of English
17 language acquisition, including information regarding best practices
18 to implement the tribal history and culture curriculum. The content
19 of the training must be aligned with the standards for cultural
20 competence developed by the professional educator standards board
21 under RCW 28A.410.270.

1 **Sec. 2.** RCW 28A.405.106 and 2012 c 35 s 5 are each amended to
2 read as follows:

3 (1) Subject to funds appropriated for this purpose, the office of
4 the superintendent of public instruction must develop and make
5 available a professional development program to support the
6 implementation of the evaluation systems required by RCW 28A.405.100.
7 The program components may be organized into professional development
8 modules for principals, administrators, and teachers. The
9 professional development program shall include a comprehensive online
10 training package.

11 (2) The training program must include, but not be limited to, the
12 following topics:

13 (a) Introduction of the evaluation criteria for teachers and
14 principals and the four-level rating system;

15 (b) Orientation to and use of instructional frameworks;

16 (c) Orientation to and use of the leadership frameworks;

17 (d) Best practices in developing and using data in the evaluation
18 systems, including multiple measures, student growth data, classroom
19 observations, and other measures and evidence;

20 (e) Strategies for achieving maximum rater agreement;

21 (f) Evaluator feedback protocols in the evaluation systems;

22 (g) Examples of high quality teaching and leadership; and

23 (h) Methods to link the evaluation process to ongoing educator
24 professional development.

25 (3) The training program must also include the foundational
26 elements of cultural competence, focusing on multicultural education
27 and principles of English language acquisition, including information
28 regarding best practices to implement the tribal history and culture
29 curriculum. The content of the training must be aligned with the
30 standards for cultural competence developed by the professional
31 educator standards board under RCW 28A.410.270. The office of the
32 superintendent of public instruction, in consultation with the
33 professional educator standards board, the steering committee
34 established in RCW 28A.405.100, and the educational opportunity gap
35 oversight and accountability committee, must integrate the content
36 for cultural competence into the overall training for principals,
37 administrators, and teachers to support the revised evaluation
38 systems.

39 (4) To the maximum extent feasible, the professional development
40 program must incorporate or adapt existing online training or

1 curriculum, including securing materials or curriculum under contract
2 or purchase agreements within available funds. Multiple modes of
3 instruction should be incorporated including videos of classroom
4 teaching, participatory exercises, and other engaging combinations of
5 online audio, video, and print presentation.

6 ~~((4))~~ (5) The professional development program must be
7 developed in modules that allow:

8 (a) Access to material over a reasonable number of training
9 sessions;

10 (b) Delivery in person or online; and

11 (c) Use in a self-directed manner.

12 ~~((5))~~ (6) The office of the superintendent of public
13 instruction must maintain a web site that includes the online
14 professional development materials along with sample evaluation forms
15 and templates, links to relevant research on evaluation and on high
16 quality teaching and leadership, samples of contract and collective
17 bargaining language on key topics, examples of multiple measures of
18 teacher and principal performance, suggestions for data to measure
19 student growth, and other tools that will assist school districts in
20 implementing the revised evaluation systems.

21 ~~((6))~~ (7) The office of the superintendent of public
22 instruction must identify the number of in-service training hours
23 associated with each professional development module and develop a
24 way for users to document their completion of the training.
25 Documented completion of the training under this section is
26 considered approved in-service training for the purposes of RCW
27 28A.415.020.

28 ~~((7))~~ (8) The office of the superintendent of public
29 instruction shall periodically update the modules to reflect new
30 topics and research on performance evaluation so that the training
31 serves as an ongoing source of continuing education and professional
32 development.

33 ~~((8))~~ (9) The office of the superintendent of public
34 instruction shall work with the educational service districts to
35 provide clearinghouse services for the identification and publication
36 of professional development opportunities for teachers and principals
37 that align with performance evaluation criteria.

38 **Sec. 3.** RCW 28A.405.120 and 2012 c 35 s 2 are each amended to
39 read as follows:

1 (1) School districts shall require each administrator, each
2 principal, or other supervisory personnel who has responsibility for
3 evaluating classroom teachers or principals to have training in
4 evaluation procedures.

5 (2) Before school district implementation of the revised
6 evaluation systems required under RCW 28A.405.100, principals and
7 administrators who have evaluation responsibilities must engage in
8 professional development designed to implement the revised systems
9 and maximize rater agreement. The professional development to support
10 the revised evaluation systems must also include foundational
11 elements of cultural competence, focusing on multicultural education
12 and principles of English language acquisition.

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

15 (1) The office of the superintendent of public instruction, in
16 collaboration with the educational opportunity gap oversight and
17 accountability committee, the professional educator standards board,
18 colleges of education, and representatives from diverse communities
19 and community-based organizations, must develop a content outline for
20 professional development and training in cultural competence for
21 school staff.

22 (2) The content of the cultural competence professional
23 development and training must be aligned with the standards developed
24 by the professional educator standards board under RCW 28A.410.270.
25 The training program must also include the foundational elements of
26 cultural competence, focusing on multicultural education and
27 principles of English language acquisition, including information
28 regarding best practices to implement the tribal history and culture
29 curriculum.

30 (3) The cultural competence professional development and training
31 must contain components that are appropriate for classified school
32 staff and district administrators as well as certificated
33 instructional staff and principals at the building level. The
34 professional development and training must also contain components
35 suitable for delivery by individuals from the local community or
36 community-based organizations with appropriate expertise.

37 (4) The legislature encourages educational service districts and
38 school districts to use the cultural competence professional
39 development and training developed under this section and provide

1 opportunities for all school and school district staff to gain
2 knowledge and skills in cultural competence, including in partnership
3 with their local communities.

4 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.657
5 RCW to read as follows:

6 Required action districts as provided in RCW 28A.657.030, and
7 districts with schools that receive the federal school improvement
8 grant under the American recovery and reinvestment act of 2009, and
9 districts with schools identified by the superintendent of public
10 instruction as priority or focus are strongly encouraged to provide
11 the cultural competence professional development and training
12 developed under RCW 28A.405.106, 28A.405.120, and section 4 of this
13 act for classified, certificated instructional, and administrative
14 staff of the school. The professional development and training may be
15 delivered by an educational service district, through district in-
16 service, or by another qualified provider, including in partnership
17 with the local community.

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