

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1139

66th Legislature
2019 Regular Session

Passed by the House April 25, 2019
Yeas 98 Nays 0

Speaker of the House of Representatives

Passed by the Senate April 15, 2019
Yeas 26 Nays 22

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1139** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1139

AS AMENDED BY THE SENATE

Passed Legislature - 2019 Regular Session

State of Washington 66th Legislature 2019 Regular Session

By House Appropriations (originally sponsored by Representatives Santos, Dolan, Callan, Pollet, Reeves, and Bergquist)

READ FIRST TIME 03/01/19.

1 AN ACT Relating to expanding the current and future educator
2 workforce supply through evidence-based strategies to improve and
3 incentivize the recruitment and retention of highly effective
4 educators, especially in high-need subject, grade-level, and
5 geographic areas, and to establish a cohesive continuum of high
6 quality professional learning from preparation programs to job
7 embedded induction, mentoring, collaboration, and other professional
8 development opportunities; amending RCW 28A.415.370, 28A.180.120,
9 28A.660.020, 28A.660.035, 28B.10.033, 28B.76.699, 28A.415.270,
10 28A.630.205, 28B.102.020, 28B.102.030, 28B.102.045, 28B.102.090,
11 28A.660.042, 28A.660.045, 28B.102.055, 28B.102.080, 28B.15.558,
12 28A.415.265, 28A.405.100, 28A.410.278, and 41.32.068; reenacting and
13 amending RCW 43.79A.040; adding a new section to chapter 28A.310 RCW;
14 adding new sections to chapter 28A.630 RCW; adding new sections to
15 chapter 28A.410 RCW; adding a new section to chapter 28B.10 RCW;
16 adding a new section to chapter 28B.76 RCW; adding new sections to
17 chapter 28B.102 RCW; adding a new section to chapter 28A.660 RCW;
18 adding a new section to chapter 41.35 RCW; adding a new section to
19 chapter 28A.400 RCW; creating new sections; recodifying RCW
20 28A.630.205, 28A.660.042, and 28A.660.045; repealing RCW 28B.102.010,
21 28B.102.040, 28B.102.050, 28B.102.060, 28A.660.050, and 28A.660.055;
22 repealing 2016 c 233 s 19 (uncodified); providing expiration dates;
23 and declaring an emergency.

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

2 NEW SECTION. **Sec. 1.** FINDINGS—INTENT. (1) The legislature finds
3 that discrete efforts are being made at state and local levels to
4 address the educator shortage, but these efforts need to be
5 streamlined and performed in concert, in order to enhance the effect
6 of these recruitment and retention strategies.

7 (2) The legislature also reaffirms that excellent, effective
8 educators and educator leaders are essential to the state's ongoing
9 efforts to establish a world-class, globally competitive education
10 system. As acknowledged in Engrossed Substitute House Bill No. 2261
11 (chapter 548, Laws of 2009), "Teachers, principals, and
12 administrators must be provided with access to the opportunities they
13 need to gain the knowledge and skills that will enable them to be
14 increasingly successful in their classroom and schools. A system that
15 clearly defines, supports, measures, and recognizes effective
16 teaching and leadership is one of the most important investments to
17 be made."

18 (3) Therefore, the legislature intends to seize the challenges
19 presented by the educator workforce shortage in Washington to build
20 the capacity of the education system to attract, retain, support, and
21 sustain successful educators through:

- 22 (a) Intentional recruitment strategies;
23 (b) Expanding educator training programs;
24 (c) Focused financial incentives, assistance, and supports;
25 (d) Responsive and responsible retention strategies; and
26 (e) Deeper systems evaluation.

27 **PART I**
28 **RECRUITMENT—CHARACTERISTICS OF INDIVIDUALS**

29 NEW SECTION. **Sec. 101.** FINDINGS—INTENT. (1) The legislature
30 finds that effective educators who share their love of learning
31 inspire students to enter into the education profession. The
32 legislature further finds that every category and level of educator
33 should support and inspire the next generation into careers in
34 education.

1 (2) The legislature finds that a comprehensive effort is needed
2 to repair the disjointed system for attracting persons into
3 certificated educator professions. The legislature acknowledges that
4 Washington is facing a short-term recruitment problem with the
5 immediate need to fill classroom vacancies, but recognizes that it
6 must also solve its long-term recruitment problem by creating a
7 pipeline of interested persons entering into, and remaining in, the
8 educator workforce.

9 (3) Therefore, the legislature intends to support a multipronged
10 grow-your-own initiative to develop persons from the community, which
11 includes programs that target middle and high school students,
12 paraeducators, military personnel, and career changers who are
13 subject matter experts, and that supports these persons to become
14 educators. The initiative includes:

15 (a) Improvements to existing programs and activities, including
16 the recruiting Washington teachers program, the high school career
17 and technical education course called careers in education, and the
18 alternative route teacher certification programs; and

19 (b) Development and implementation of additional programs and
20 activities, including the coordination of existing resources that
21 attract persons with needed skills and abilities, improving standards
22 of practice, and reviewing barriers to recruitment.

23 REGIONAL RECRUITERS

24 NEW SECTION. **Sec. 102.** A new section is added to chapter
25 28A.310 RCW to read as follows:

26 (1) For the purpose of this section, "educator" means a
27 paraeducator, teacher, principal, administrator, superintendent,
28 school counselor, school psychologist, school social worker, school
29 nurse, school physical therapist, school occupational therapist, or
30 school speech-language pathologist or audiologist.

31 (2) An educational service district may employ a person whose
32 duties are to provide to local school districts the following
33 services related to educator recruitment:

34 (a) Serve as a liaison between local school districts and
35 educator preparation programs, between their region and other regions
36 in the state, and between the local school districts and agencies
37 that may be helpful in educator recruitment efforts, including the
38 office of the superintendent of public instruction, the Washington

1 professional educator standards board, the paraeducator board, the
2 student achievement council, the state board for community and
3 technical colleges, the state department of veterans affairs, the
4 state military department, and the workforce training and education
5 coordinating board;

6 (b) Encourage and support local school districts to develop or
7 expand a recruiting Washington teachers program under RCW
8 28A.415.370, a career and technical education careers in education
9 program, or an alternative route teacher certification program under
10 chapter 28A.660 RCW;

11 (c) Provide outreach to community members who may be interested
12 in becoming educators, including high school and college students,
13 subject matter experts, and former military personnel and their
14 spouses;

15 (d) Support persons interested in becoming educators by providing
16 resources and assistance with navigating transition points on the
17 path to a career in education; and

18 (e) Provide resources and technical assistance to local school
19 districts on best hiring processes and practices.

20 (3) A person employed to provide the services described in
21 subsection (2) of this section must be reflective of, and have an
22 understanding of, the local community.

23 NEW SECTION. **Sec. 103.** A new section is added to chapter
24 28A.630 RCW to read as follows:

25 (1)(a) Subject to the availability of amounts appropriated for
26 this specific purpose, the office of the superintendent of public
27 instruction must administer the regional educator recruitment
28 program. Grant awards of up to one hundred thousand dollars each must
29 be awarded to the three educational service districts whose school
30 districts have the least access to alternative route teacher
31 certification programs under chapter 28A.660 RCW.

32 (b) Beginning September 1, 2019, the educational service
33 districts in the program must employ a person with the duties and
34 characteristics specified in section 102 of this act. The educational
35 service districts in the program must collaborate with the office of
36 the superintendent of public instruction and the Washington
37 association of educational service districts to prepare the report
38 required in (c) of this subsection.

1 (c) By December 1, 2021, and in compliance with RCW 43.01.036,
2 the office of the superintendent of public instruction, in
3 collaboration with the Washington association of educational service
4 districts, must evaluate the program and submit a report to the
5 appropriate committees of the legislature. At a minimum, the report
6 must: Summarize the activities of the educational service districts
7 in the program with regard to educator recruitment, including the
8 activities described in section 102 of this act, in comparison to the
9 educator recruitment activities of the educational service districts
10 not participating in the program; include any relevant outcome data
11 that is available; and recommend whether the program should be
12 modified, expanded to all educational service districts, or
13 discontinued.

14 (2) This section expires July 1, 2022.

15 STUDENTS

16 **Sec. 104.** RCW 28A.415.370 and 2007 c 402 s 10 are each amended
17 to read as follows:

18 HIGH SCHOOL STUDENTS—THROUGH THE RECRUITING WASHINGTON TEACHERS
19 PROGRAM. (1)(a) The recruiting Washington teachers program is
20 established to recruit and provide training and support for high
21 school students to enter the ~~((teaching profession))~~ field of
22 education, especially in ~~((teacher))~~ shortage areas ~~((and among~~
23 ~~underrepresented groups and multilingual, multicultural students))~~.
24 The program shall be administered by the Washington professional
25 educator standards board.

26 (b) As used in this section, "shortage area" has the definition
27 in RCW 28B.102.020.

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

29 (a) Targeted recruitment of diverse high school students~~((r))~~
30 including, but not limited to, students from underrepresented groups
31 and multilingual, multicultural students in grades nine through
32 twelve, through outreach and communication strategies. The focus of
33 recruitment efforts shall be on encouraging students to consider and
34 explore ~~((becoming future teachers in mathematics, science, bilingual~~
35 ~~education, special education, and English as a second language.~~
36 ~~Program enrollment is not limited to students from underrepresented~~
37 ~~groups or multilingual, multicultural students))~~ careers in the field
38 of education;

1 (b) A high school curriculum that: Provides future (~~teachers~~)
2 educators with opportunities to observe classroom instruction at all
3 grade levels; includes preteaching internships at all grade levels
4 with a focus on shortage areas; and covers such topics as lesson
5 planning, learning styles, student learning data and information,
6 (~~the achievement gap~~) academic disparities among student subgroups,
7 cultural competency, college success and workforce skills, and
8 education policy;

9 (c) Academic and community support services (~~for students~~) to
10 help (~~them~~) students overcome possible barriers to becoming future
11 (~~teachers~~) educators, such as supplemental tutoring; advising on
12 college readiness and college course selection, college applications,
13 and financial aid processes and financial education opportunities;
14 and mentoring. Support services for program participants may continue
15 from high school through the first two years of college; and

16 (d) Future (~~teacher~~) educator camps held on college campuses
17 where high school students can: Acclimate to the campus, resources,
18 and culture; attend workshops; and interact with college faculty,
19 teacher candidates, and (~~current~~) certificated teachers.

20 (3) As part of its administration of the program, the Washington
21 professional 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, high school students, and
25 representatives of diverse communities;

26 (b) Subject to (~~funds~~) the availability of amounts appropriated
27 for this specific purpose, allocate grant funds through a competitive
28 process to partnerships of high schools, teacher preparation
29 programs, and community-based organizations to design and deliver
30 programs that include the components under subsection (2) of this
31 section. The board must prioritize grants to partnerships that also
32 have a running start program under chapter 28A.600 RCW; and

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

1 **Sec. 105.** RCW 28A.180.120 and 2017 c 236 s 4 are each amended to
2 read as follows:

3 (~~In 2017, funds must be appropriated for the purposes in this~~
4 ~~section.~~)

5 (1) The Washington professional educator standards board,
6 beginning in the 2017-2019 biennium, shall administer the bilingual
7 educator initiative, which is a long-term program to recruit,
8 prepare, and mentor bilingual high school students to become future
9 bilingual teachers and counselors.

10 (2) Subject to the availability of amounts appropriated for this
11 specific purpose, pilot projects must be implemented in one or two
12 school districts east of the crest of the Cascade mountains and one
13 or two school districts west of the crest of the Cascade mountains,
14 where immigrant students are shown to be rapidly increasing.
15 Districts selected by the Washington professional educator standards
16 board must partner with at least one two-year and one four-year
17 college in planning and implementing the program. The Washington
18 professional educator standards board shall provide oversight.

19 (3) Participating school districts must implement programs,
20 including: (a) An outreach plan that exposes the program to middle
21 school students and recruits them to enroll in the program when they
22 begin their ninth grade of high school; (b) activities in ninth and
23 tenth grades that help build student agency, such as self-confidence
24 and awareness, while helping students to develop academic mind-sets
25 needed for high school and college success; the value and benefits of
26 teaching and counseling as careers; and introduction to leadership,
27 civic engagement, and community service; (c) credit-bearing curricula
28 in grades eleven and twelve that include mentoring, shadowing, best
29 practices in teaching in a multicultural world, efficacy and practice
30 of dual language instruction, social and emotional learning, enhanced
31 leadership, civic engagement, and community service activities.

32 (4) There must be a pipeline to college using two-year and four-
33 year college faculty and consisting of continuation services for
34 program participants, such as advising, tutoring, mentoring,
35 financial assistance, and leadership.

36 (5) High school and college teachers and counselors must be
37 recruited and compensated to serve as mentors and trainers for
38 participating students.

39 (6) After obtaining a high school diploma, students qualify to
40 receive conditional loans to cover the full cost of college tuition,

1 fees, and books. To qualify for funds, students must meet program
2 requirements as developed by their local implementation team, which
3 consists of staff from their school district and the partnering two-
4 year and four-year college faculty.

5 (7) In order to avoid loan repayment, students must (a) earn
6 their baccalaureate degree and certification needed to serve as a
7 teacher or professional guidance counselor; and (b) teach or serve as
8 a counselor in their educational service district region for at least
9 five years. Students who do not meet the repayment terms in this
10 subsection are subject to repaying all or part of the financial aid
11 they receive for college unless students are recipients of funding
12 provided through programs such as the state need grant program or the
13 college bound scholarship program.

14 (8) Grantees must work with the Washington professional educator
15 standards board to draft the report required in section 6, chapter
16 236, Laws of 2017.

17 (9) The Washington professional educator standards board must use
18 the findings from the evaluation conducted under RCW 28A.415.370 to
19 revise the bilingual educator initiative as necessary.

20 (10) The Washington professional educator standards board may
21 adopt rules to implement this section.

22 CAREER CHANGERS

23 **Sec. 106.** RCW 28A.660.020 and 2017 c 14 s 1 are each amended to
24 read as follows:

25 SUBJECT MATTER EXPERTS—THROUGH ALTERNATIVE ROUTES. (1) ((The
26 professional educator standards board shall transition the
27 alternative route partnership grant program from a separate
28 competitive grant program to a preparation program model to be
29 expanded among approved preparation program providers.)) (a)
30 Alternative route((s)) programs are partnerships between Washington
31 professional educator standards board-approved preparation programs,
32 Washington school districts, and other partners as appropriate.
33 Program design of alternative route programs ((shall continue to))
34 must evolve over time to reflect innovations and improvements in
35 educator preparation.

36 (b) The Washington professional educator standards board must
37 construct rules that address the competitive grant process and
38 program design.

1 (2) As provided in RCW 28A.410.210, it is the duty of the
2 Washington professional educator standards board to establish
3 policies for the approval of nontraditional preparation programs and
4 to provide oversight and accountability related to the quality of
5 these programs. In establishing and amending rules for alternative
6 route programs, the Washington professional educator standards board
7 shall:

8 (a) Uphold design criteria for alternative route programs
9 (~~design~~) that (~~is~~) are innovative and reflect(~~s~~) evidence-based
10 practice;

11 (b) Ensure that approved partnerships reflect district engagement
12 in their resident alternative route program as an integral part of
13 their future workforce development, as well as school and student
14 learning improvement strategies;

15 (~~Amend or adopt rules issuing preservice residents~~
16 ~~certification~~) Issue certificates necessary for student teachers to
17 serve as substitute teachers in classrooms within the residency
18 school for up to ten days per school year;

19 (d) (~~Continue to~~) Prioritize program designs tailored to the
20 needs of experienced paraeducators and candidates of high academic
21 attainment in, or with occupational industry experience relevant to,
22 the subject area they intend to teach. In doing so the program
23 designs must take into account school district demand for certain
24 teacher credentials;

25 (e) Expand access and opportunity for individuals to become
26 teachers statewide; and

27 (f) Give preference in admissions to applicants for alternative
28 route programs who are eligible veterans or national guard members
29 and who meet the entry requirements for the alternative route
30 program.

31 (3) Beginning December 1, 2017, and by December 1st each odd-
32 numbered year thereafter, the Washington professional educator
33 standards board shall report to the education committees of the house
34 of representatives and the senate the following outcomes as
35 indicators that alternative route programs are meeting legislative
36 intent through the regulation and oversight of the Washington
37 professional educator standards board. In considering administrative
38 rules for, and reporting outcomes of, alternative route programs, the
39 Washington professional educator standards board shall examine the

1 ~~((historical record of the data, reporting on))~~ following data on
2 alternative route program participants:

3 (a) The number and percentage ~~((of alternative route completers))~~
4 hired as certificated teachers;

5 (b) The percentage ~~((of alternative route completers))~~ from
6 underrepresented populations;

7 (c) Three-year and five-year retention rates of ~~((alternative~~
8 ~~route completers))~~ participants hired as certificated teachers;

9 (d) The average hiring dates ~~((of alternative route completers));~~
10 and

11 (e) The percentage ~~((of alternative route completers))~~ hired
12 ~~((in))~~ by districts ~~((where))~~ in which the participants completed
13 their alternative route programs ~~((was completed)).~~

14 (4) ~~((To the extent funds are))~~ Subject to the availability of
15 amounts appropriated for this specific purpose, alternative route
16 programs may apply for program funds to pay stipends to trained
17 mentor teachers of interns during the mentored internship. The per
18 intern amount of mentor stipend provided by state funds shall not
19 exceed five hundred dollars.

20 **Sec. 107.** RCW 28A.660.035 and 2017 c 14 s 2 are each amended to
21 read as follows:

22 COMMUNITY MEMBERS—THROUGH ALTERNATIVE ROUTES. The office of the
23 superintendent of public instruction shall identify school districts
24 that have the most significant ~~((achievement gaps))~~ academic
25 disparities among subgroups of students and for large numbers of
26 those students, and districts that should receive priority for
27 assistance in advancing cultural competency skills in their
28 workforce. The Washington professional educator standards board shall
29 provide assistance to the identified school districts to develop
30 partnership ~~((grant))~~ programs between the districts and teacher
31 preparation programs to provide alternative route programs under RCW
32 28A.660.020 and to recruit paraeducators and other ~~((individuals))~~
33 persons in the local community to become ~~((certified))~~ certificated
34 as teachers. An alternative route partnership program proposed by an
35 identified school district shall receive priority eligibility for
36 partnership grants under RCW 28A.660.020. To the maximum extent
37 possible, the board shall coordinate the recruiting Washington
38 teachers program under RCW 28A.415.370 with the alternative route
39 partnership programs under this section.

1 NEW SECTION. **Sec. 108.** MILITARY PERSONNEL AND THEIR SPOUSES—
2 REVIEW BARRIERS TO RECRUITMENT. (1) The Washington professional
3 educator standards board shall convene a work group to examine and
4 make recommendations on recruitment of military personnel and their
5 spouses into educator positions within the school districts. For the
6 purpose of this section, "educator" means a paraeducator, teacher,
7 principal, administrator, superintendent, school counselor, school
8 psychologist, school social worker, school nurse, school physical
9 therapist, school occupational therapist, or school speech-language
10 pathologist or audiologist.

11 (2) The members of the work group must include representatives
12 from the office of the superintendent of public instruction, the
13 state department of veterans affairs, the state military department,
14 the United States department of defense, educator preparation
15 programs, and state educator associations, and a superintendent from
16 a school district in the vicinity of a military installation.

17 (3) The work group must review the barriers that exist to former
18 military personnel becoming educators in Washington, including
19 obtaining academic credit for prior learning and financial need.

20 (4) Staff support for the work group must be provided by the
21 Washington professional educator standards board.

22 (5) By December 1, 2019, and in compliance with RCW 43.01.036,
23 the work group shall report its findings and recommendations to the
24 appropriate committees of the legislature.

25 (6) This section expires July 1, 2020.

26 NEW SECTION. **Sec. 109.** A new section is added to chapter
27 28A.630 RCW to read as follows:

28 EDUCATIONAL SERVICE DISTRICT ALTERNATIVE ROUTE PILOT PROGRAM.

29 (1)(a) Subject to the availability of amounts appropriated for this
30 specific purpose, the Washington professional educator standards
31 board shall distribute grants to an educational service district that
32 volunteers to pilot an alternative route teacher certification
33 program, under chapter 28A.660 RCW. The purpose of the grant is to
34 provide financial assistance to teacher candidates enrolled in the
35 educational service district's alternative route teacher
36 certification program with the intent to pursue an initial teacher
37 certificate. The Washington professional educator standards board
38 must provide a grant sufficient to provide up to five thousand
39 dollars of financial assistance for up to twenty teacher candidates

1 in the 2019-20 school year and for up to thirty teacher candidates in
2 the 2020-21 school year.

3 (b) In piloting the program, the educational service district
4 must:

5 (i) Engage retired or practicing teachers and administrators who
6 are knowledgeable and experienced classroom teachers to inform the
7 development and curriculum of the program;

8 (ii) Provide extended support and mentoring through the first
9 three years of a teacher's career, using the components of the
10 beginning educator support team, under RCW 28A.415.265;

11 (iii) Support school districts in developing school staff and
12 community members to become teachers, so that the district's teachers
13 better reflect the region's demographics, values, and interests; and

14 (iv) Provide opportunities for classified staff to become
15 teachers.

16 (2) By November 1, 2024, the volunteer educational service
17 district must report to the Washington professional educator
18 standards board with the outcomes of the pilot and any
19 recommendations for implementing alternative route teacher
20 certification programs in other educational service districts. The
21 report must include the following data: (a) The number of teacher
22 candidates applying for, and completing, the alternative route
23 teacher certification program; (b) the number of program completers
24 who are hired as teachers, both in the educational service district
25 and elsewhere in the state; and (c) the retention of teachers in the
26 educational service district before and after implementation of the
27 pilot. The data must be disaggregated by race and ethnicity, gender,
28 type of endorsement, and school. The report must also include
29 feedback from school principals and teachers in the local school
30 districts on the quality of the teacher candidates they worked with
31 during the pilot.

32 (3) By December 1, 2024, and in compliance with RCW 43.01.036,
33 the Washington professional educator standards board must submit the
34 educational service district's report, required under subsection (2)
35 of this section, to the appropriate committees of the legislature,
36 with recommendations for whether the pilot program should be
37 expanded, modified, or terminated.

38 (4) This section expires August 1, 2025.

1 **PART II**

2 **FINANCIAL INCENTIVES, ASSISTANCE, AND SUPPORTS**

3 NEW SECTION. **Sec. 201.** FINDINGS—INTENT. (1) The legislature
4 finds that financial incentives, assistance, and supports are
5 essential to recruit and retain persons into educator positions
6 within the public common school system. In order to have the most
7 impact, these incentives, assistance, and supports must be related
8 explicitly and directly to the legislature's objectives for
9 recruiting and retaining an educator workforce that will best serve
10 diverse student populations, as well as meet the state's short-term
11 and long-term educator workforce needs.

12 (2) Therefore, the legislature intends to:

13 (a) Promote effective incentives, assistance, and supports;

14 (b) Remove barriers and disincentives; and

15 (c) Enhance and encourage capacity-building for and coordination
16 between educator preparation programs and the public common school
17 system, especially in underserved areas.

18 (3) The legislature finds that conditional scholarship and loan
19 repayment programs are effective tools to attract persons into the
20 profession of education and to encourage future teachers to seek
21 certifications in shortage areas. Therefore, the legislature intends
22 to utilize conditional scholarships to recruit candidates to meet
23 targeted needs in education and to assist with keeping new educators
24 in the profession during the early years of their career. The
25 legislature recognizes that the state need grant does not meet the
26 needs of many qualified students, so conditional scholarships are
27 intended to be provided in a "last dollar in" model. The legislature
28 also intends for loan repayment programs to help retain certificated
29 educators who are already working in the public common schools.

30 (4) The legislature finds that the location and characteristics
31 of a student teacher's field placement are strong predictors of where
32 the teacher takes his or her first job. Therefore, the legislature
33 intends to encourage the appropriate placement of student teachers,
34 especially in high-need subject and geographic areas. In addition,
35 the legislature intends to continue providing grants for student
36 teachers at Title I public common schools.

37 **FIELD PLACEMENTS**

1 **Sec. 202.** RCW 28B.10.033 and 2016 c 233 s 10 are each amended to
2 read as follows:

3 FIELD PLACEMENT PLANS. (1) (~~(By July 1, 2018,)~~) (a) Each
4 (~~(institution of higher education with a)~~) Washington professional
5 educator standards board-approved teacher preparation program,
6 including an alternative route teacher certification program, must
7 develop a plan describing how the (~~(institution of higher education)~~)
8 program will partner with school districts in the general geographic
9 region of the (~~(school, or where its programs are offered,)~~) program
10 regarding field placement of (~~(resident)~~) student teachers. The plans
11 must be developed in collaboration with school districts desiring to
12 partner with the (~~(institutions of higher education)~~) programs, and
13 may include use of unexpended federal or state funds to support
14 residencies and mentoring for students who are likely to continue
15 teaching in the district in which they have a supervised (~~(student~~
16 ~~teaching residency)~~) field placement.

17 (b) Beginning July 1, 2020, the following goals must be
18 considered when developing the plans required under this section:

19 (i) Field placement of student teachers should be targeted to
20 high-need subject areas, including special education and English
21 learner, and high-need geographic areas, including Title I and rural
22 schools; and

23 (ii) Student teacher mentors should be highly effective as
24 evidenced by the mentors having received level 3 or above on both
25 criteria 3 (recognizing individual student learning needs and
26 developing strategies to address those needs) and criteria 6 (using
27 multiple student data elements to modify instruction and improve
28 student learning) on their most recent comprehensive performance
29 evaluation under RCW 28A.405.100. Student teacher mentors should also
30 have received or be concurrently receiving professional development
31 in mentoring skills.

32 (2) The plans required under subsection (1) of this section must
33 be submitted to the Washington professional educator standards board
34 and updated (~~(at least biennially)~~) by July 1st every even-numbered
35 year.

36 (3) The Washington professional educator standards board shall
37 post the plans and updates required under this section on its web
38 site.

1 NEW SECTION. **Sec. 203.** A new section is added to chapter
2 28A.410 RCW to read as follows:

3 FIELD PLACEMENT PLANS. Each Washington professional educator
4 standards board-approved teacher preparation program, including an
5 alternative route teacher certification program, must develop a plan
6 regarding field placement of student teachers in accordance with RCW
7 28B.10.033.

8 NEW SECTION. **Sec. 204.** A new section is added to chapter
9 28A.630 RCW to read as follows:

10 FIELD PLACEMENT REPORT. By December 1, 2019, and in compliance
11 with RCW 43.01.036, the student achievement council, in cooperation
12 with the Washington professional educator standards board-approved
13 teacher preparation programs, the Washington state school directors'
14 association, and the rural education center at Washington State
15 University, must submit a report to the appropriate committees of the
16 legislature. The report must include policy recommendations to
17 encourage or require the Washington professional educator standards
18 board-approved teacher preparation programs to develop relationships
19 with, and provide supervisory support for field placements of student
20 teachers in, school districts that are not in the general geographic
21 area of an approved teacher preparation program.

22 NEW SECTION. **Sec. 205.** A new section is added to chapter 28B.10
23 RCW to read as follows:

24 REMOTE SUPERVISION TECHNOLOGY. (1) Subject to the availability of
25 amounts appropriated for this specific purpose, Central Washington
26 University shall acquire the necessary audiovisual technology and
27 equipment for university faculty to remotely supervise student
28 teachers in ten schools.

29 (2) A school selected for the purposes of remote supervision of
30 student teachers under this section must be a rural public school
31 that currently is unable to have student teachers from Central
32 Washington University's teacher preparation program due to its
33 geographic location.

34 **Sec. 206.** RCW 28B.76.699 and 2016 c 233 s 17 are each amended to
35 read as follows:

36 GRANTS FOR STUDENT TEACHERS AT TITLE I SCHOOLS. (1) Subject to
37 the availability of amounts appropriated for this specific purpose,

1 the office shall administer a student teaching (~~(residency)~~) grant
2 program to provide additional funds to (~~(individuals completing)~~)
3 student (~~(teaching residencies)~~) teachers at Title I public common
4 schools in Washington.

5 (2) To qualify for the grant, recipients must be enrolled in a
6 Washington professional educator standards board-approved teacher
7 preparation program, be completing or about to start (~~(a)~~) student
8 teaching (~~(residency)~~) at a Title I public common school, and
9 demonstrate financial need, as defined by the office and consistent
10 with the income criteria required to receive the state need grant
11 established in chapter 28B.92 RCW or applicable rules.

12 (3) (a) Beginning December 1, 2020, and in compliance with RCW
13 43.01.036, the office must submit a biennial report to the
14 appropriate committees of the legislature. The report must provide
15 the following information:

16 (i) Aggregate data on the number of persons who applied for and
17 received the grants awarded under this section, including teacher
18 preparation program type, student teaching school district, and award
19 amount;

20 (ii) To the maximum extent practicable, aggregate data on where
21 grant recipients are teaching two years and five years after
22 obtaining a teacher certificate, and whether grant recipients remain
23 teaching in Title I public common schools; and

24 (iii) Recommendations for modifying the grant program.

25 (b) The education data center must collaborate with the office to
26 provide the data needed for the report required under this section.

27 (4) The office shall establish rules for administering the grants
28 under this section.

29 **Sec. 207.** RCW 28A.415.270 and 1996 c 233 s 1 are each amended to
30 read as follows:

31 (1) To the extent funds are appropriated, the Washington state
32 principal internship support program is created beginning in the
33 1994-95 school year. The purpose of the program is to provide funds
34 to school districts to provide partial release time for district
35 employees who are in a principal preparation program to complete an
36 internship with a mentor principal. Funds may be used in a variety of
37 ways to accommodate flexible implementation in releasing the intern
38 to meet program requirements.

1 (2) Participants in the principal internship support program
2 shall be selected as follows:

3 (a) The candidate shall be enrolled in a state board-approved
4 school principal preparation program;

5 (b) The candidate shall apply in writing to his or her local
6 school district;

7 (c) Each school district shall determine which applicants meet
8 its criteria for participation in the principal internship support
9 program (~~and shall notify its educational service district of the~~
10 ~~school district's selected applicants. When submitting the names of~~
11 ~~applicants, the school district shall identify a mentor principal for~~
12 ~~each principal intern applicant, and shall agree to provide the~~
13 ~~internship applicant release time not to exceed the equivalent of~~
14 ~~forty-five student days by means of this funding source; and~~

15 ~~(d) Educational service districts,);~~

16 (d) Applicants submit their applications to the office of the
17 superintendent of public instruction's designee; and

18 (e) The office of the superintendent of public instruction's
19 designee, with the assistance of an advisory board, shall select
20 internship participants.

21 (3) The maximum amount of state funding for each internship shall
22 not exceed the actual daily rate cost of providing a substitute
23 teacher for the equivalent of forty-five school days.

24 (~~Funds appropriated for the principal internship support~~
25 ~~program shall be allocated by the superintendent of public~~
26 ~~instruction to the educational service districts based on the~~
27 ~~percentage of full-time equivalent public school students enrolled in~~
28 ~~school districts in each educational service district. If it is not~~
29 ~~possible to find qualified candidates within the educational service~~
30 ~~district, the positions remain unfilled, and any unspent funds shall~~
31 ~~revert to the superintendent of public instruction for supplementary~~
32 ~~direct disbursement.~~

33 ~~The superintendent of public instruction shall allocate any~~
34 ~~remaining unfilled positions and unspent funds among the educational~~
35 ~~service districts that have qualified candidates but not enough~~
36 ~~positions for them.~~

37 ~~This subsection does not preclude the superintendent of public~~
38 ~~instruction from permitting the affected educational service~~
39 ~~districts to make the supplementary selections.~~

1 (a) Be enrolled in, have applied to, or have completed a
2 Washington professional educator standards board-approved teacher
3 preparation program;

4 (b) Demonstrate financial need, as defined by the office of
5 student financial assistance and consistent with the income criteria
6 required to receive the state need grant established in chapter
7 28B.92 RCW or applicable rules;

8 (c) Apply for a TEACH (~~(pilot)~~) grant under this section; and

9 (d) Register for an endorsement competency test in one or more
10 endorsement shortage areas, where "shortage area" has the definition
11 in RCW 28B.102.020.

12 (5) Beginning (~~(September)~~) November 1, (~~(2016)~~) 2019, the
13 student achievement council, in collaboration with the Washington
14 professional educator standards board, shall award a TEACH (~~(pilot)~~)
15 grant to a student who meets the qualifications listed in this
16 section and in rules developed under this section. The TEACH
17 (~~(pilot)~~) grant award must cover the costs of basic skills and
18 content tests required for initial teacher certification. The council
19 shall prioritize TEACH (~~(pilot)~~) grant awards first to applicants
20 registered for competency tests in endorsement shortage areas and
21 second to applicants with greatest financial need. The council shall
22 scale the number of TEACH (~~(pilot)~~) grant awards to the amount of
23 funds appropriated for this purpose.

24 (6) The student achievement council and the Washington
25 professional educator standards board shall include information about
26 the TEACH (~~(pilot)~~) program in materials distributed to schools and
27 students.

28 (7) (~~(By)~~) Beginning December (~~(31, 2018)~~) 1, 2020, and by
29 December 1st each even-numbered year thereafter, in compliance with
30 RCW 43.01.036, the student achievement council, in collaboration with
31 the Washington professional educator standards board, shall submit a
32 (~~(preliminary)~~) report to the appropriate committees of the
33 legislature that details the effectiveness and costs of the (~~(pilot~~
34 ~~project)~~) program. The (~~(preliminary)~~) report must:

35 (a) Compare the numbers and demographic information of students
36 taking and passing tests in the endorsement shortage areas before and
37 after implementation of the (~~(pilot project, and)~~) program;

38 (b) Determine the amount of TEACH (~~(pilot)~~) grants (~~(award~~
39 ~~financial assistance)~~) awarded each (~~(pilot)~~) year and per student (~~(-~~

1 ~~(8) By December 31, 2020, and in compliance with RCW 43.01.036,~~
2 ~~the student achievement council, in collaboration with the~~
3 ~~professional educator standards board, shall submit a final report to~~
4 ~~the appropriate committees of the legislature that details the~~
5 ~~effectiveness and costs of the pilot project. In addition to updating~~
6 ~~the preliminary report, the final report must (a));~~

7 (c) Compare the numbers and demographic information of students
8 obtaining teaching certificates with endorsement competencies in the
9 endorsement shortage areas before and after implementation of the
10 ((pilot project,)) program; and

11 ((b)) (d) Recommend whether the ((pilot project)) program
12 should be modified, continued, and expanded.

13 ~~((9) This section expires July 1, 2021.)~~

14 NEW SECTION. Sec. 209. RECODIFICATION. RCW 28A.630.205 is
15 recodified as a section in chapter 28B.76 RCW.

16 **EDUCATOR CONDITIONAL SCHOLARSHIP AND LOAN REPAYMENT PROGRAMS**

17 NEW SECTION. Sec. 210. INTENT. (1) By amending the financial
18 assistance programs under this chapter, the legislature intends to:
19 (a) Provide assistance to a broad range of educators including,
20 though not exclusively to, certificated teachers; (b) attract and
21 retain potential educators, especially to meet areas of educator
22 shortage; (c) streamline the administration of the programs; and (d)
23 make the use of state appropriations more flexible.

24 (2) The legislature intends for the student achievement council
25 to balance the number, the amount, and the type of awards
26 distributed. When selecting participants and defining the awards, the
27 student achievement council shall consult with stakeholders to: (a)
28 Consider the purpose of each financial assistance program; (b)
29 recognize the total cost of attendance to complete an educator
30 preparation program; and (c) consider the needs of the education
31 system, including the need for educators in shortage areas.

32 **Sec. 211.** RCW 28B.102.020 and 2012 c 229 s 562 are each amended
33 to read as follows:

34 DEFINITIONS. Unless the context clearly requires otherwise, the
35 definitions in this section apply throughout this chapter.

1 (1) "Approved education program" means an education program in
2 (~~the state of Washington for knowledge and skills generally learned~~
3 ~~in preschool through twelfth grade. Approved education programs may~~
4 ~~include but are not limited to:~~

5 ~~(a) K-12 schools under Title 28A RCW; or~~

6 ~~(b) Other K-12 educational sites in the state of Washington as~~
7 ~~designated by the student achievement council)) a common school as
8 defined in RCW 28A.150.020.~~

9 (2) "Certificate" or "certificated" does not include a limited or
10 conditioned certificate.

11 (3) "Certificated employee" has the definition in RCW
12 28A.150.203. "Certificated employee" does not include a paraeducator.

13 (4) "Conditional scholarship" means a loan that is forgiven in
14 whole or in part ((if the recipient renders)) in exchange for service
15 as a ((teacher)) certificated employee in an approved education
16 program ((in this state)).

17 ~~((3) "Eligible student" means a student who is registered for at~~
18 ~~least six credit hours or the equivalent, demonstrates high academic~~
19 ~~achievement, is a resident student as defined by RCW 28B.15.012 and~~
20 ~~28B.15.013, and has a declared intention to complete an approved~~
21 ~~preparation program leading to initial teacher certification or~~
22 ~~required for earning an additional endorsement, and commits to~~
23 ~~teaching service in the state of Washington.~~

24 ~~(4) "Equalization fee" means the additional amount added to the~~
25 ~~principal of a loan under this chapter to equate the debt to that~~
26 ~~which the student would have incurred if the loan had been received~~
27 ~~through the federal subsidized Stafford student loan program.))~~

28 (5) "Eligible veteran or national guard member" means a
29 Washington domiciliary who was an active or reserve member of the
30 United States military or naval forces, or a national guard member
31 called to active duty, who served in active federal service, under
32 either Title 10 or Title 32 of the United States Code, in a war or
33 conflict fought on foreign soil or in international waters or in
34 another location in support of those serving on foreign soil or in
35 international waters, and if discharged from service, has received an
36 honorable discharge.

37 (6) "Forgiven" or "to forgive" or "forgiveness" means ((to
38 render)) that all or part of a loan is canceled in exchange for
39 service as a ((teacher)) certificated employee in an approved

1 education program (~~in the state of Washington in lieu of monetary~~
2 ~~repayment~~)).

3 ~~((6))~~ (7) "Institution of higher education" or "institution"
4 means a college or university in the state of Washington that is
5 accredited by an accrediting association recognized as such by rule
6 of the student achievement council.

7 ~~((7))~~ (8) "Loan repayment" means a federal student loan that is
8 repaid in whole or in part if the ~~((recipient renders service))~~
9 borrower serves as a ~~((teacher))~~ certificated employee in an approved
10 education program (~~in Washington state~~)).

11 ~~((8))~~ (9) "Office" means the office of student financial
12 assistance.

13 ~~((9))~~ (10) "Participant" means ~~((an eligible student))~~ a person
14 who has received a conditional scholarship or loan repayment under
15 this chapter.

16 ~~((10))~~ (11) "Public school" ~~((means an elementary school, a~~
17 ~~middle school, junior high school, or high school within the public~~
18 ~~school system referred to in Article IX of the state Constitution))~~
19 has the same meaning as in RCW 28A.150.010.

20 ~~((11) "Satisfied" means paid-in-full.~~

21 ~~(12) "Teacher)~~ (12) "Shortage area" means ~~((a shortage of~~
22 ~~elementary or secondary school teachers in a specific subject area,~~
23 ~~discipline, classification,))~~ an endorsement or geographic area as
24 defined by the Washington professional educator standards board, in
25 consultation with the office of the superintendent of public
26 instruction, with a shortage of certificated employees. "Shortage
27 area" must be defined biennially using quantitative and qualitative
28 measures.

29 **Sec. 212.** RCW 28B.102.030 and 2012 c 229 s 563 are each amended
30 to read as follows:

31 ADMINISTRATION. ~~((The future teachers conditional scholarship and~~
32 ~~loan repayment program is established. The program shall be~~
33 ~~administered by the student achievement council.))~~ In administering
34 ~~((the))~~ educator conditional scholarship and loan repayment programs
35 under this chapter, the student achievement council shall have the
36 following powers and duties:

37 (1) Select ~~((students))~~ persons to receive conditional
38 scholarships or loan repayments;

39 (2) Adopt necessary rules and guidelines;

1 (3) Publicize the programs in collaboration with the office of
2 the superintendent of public instruction and the Washington
3 professional educator standards board;

4 (4) Collect and manage repayments from (~~students~~) participants
5 who do not meet their (~~teaching~~) service obligations under this
6 chapter; and

7 (5) Solicit and accept grants and donations from public and
8 private sources for the programs.

9 NEW SECTION. **Sec. 213.** A new section is added to chapter
10 28B.102 RCW to read as follows:

11 PARTICIPANT SELECTION. (1) The office, in consultation with the
12 Washington professional educator standards board, shall determine
13 candidate eligibility requirements for educator conditional
14 scholarship and loan repayment programs under this chapter.

15 (2) (a) Candidate eligibility for educator conditional scholarship
16 and loan repayment programs under this chapter shall be based in part
17 upon whether the candidate plans to teach in a shortage area.

18 (b) The Washington professional educator standards board shall
19 also consider the relative degree of shortages when determining
20 candidate eligibility and any specific requirements under this
21 chapter.

22 (3) (a) The Washington professional educator standards board may
23 add or remove endorsements from eligibility requirements based upon
24 the determination of geographic, demographic, or subject matter
25 shortages.

26 (b) If an endorsement in a geographic, demographic, or subject
27 matter shortage no longer qualifies for a conditional scholarship or
28 loan repayment program under this chapter, participants and
29 candidates who have received scholarships and meet all other
30 eligibility requirements are eligible to continue to receive
31 conditional scholarships or loan repayments until they no longer meet
32 eligibility requirements or until their service obligation has been
33 completed.

34 (4) For eligibility for alternative route conditional
35 scholarships under section 217 of this act, the office, in
36 consultation with the Washington professional educator standards
37 board, must consider candidates who have been accepted into an
38 awarded alternative route partnership grant program under chapter
39 28A.660 RCW and who have declared an intention to teach upon

1 completion of an alternative route teacher certification program
2 under chapter 28A.660 RCW.

3 **Sec. 214.** RCW 28B.102.045 and 2004 c 58 s 5 are each amended to
4 read as follows:

5 CONDITION FOR CONTINUED PARTICIPATION—SATISFACTORY PROGRESS. To
6 receive additional disbursements under ~~((the))~~ a conditional
7 scholarship program ~~((under))~~ authorized by this chapter, a
8 participant must be considered by his or her ~~((institution of higher~~
9 ~~education))~~ Washington professional educator standards board-approved
10 educator preparation program to be in a satisfactory progress
11 condition.

12 NEW SECTION. **Sec. 215.** A new section is added to chapter
13 28B.102 RCW to read as follows:

14 AWARDS. (1)(a) The office is directed to maximize the impact of
15 conditional scholarships and loan repayments awarded under this
16 chapter in light of shortage areas and in response to the trending
17 financial needs of the applicant pool.

18 (b) In maximizing the impact of the awards, the office may adjust
19 the number and amounts of the conditional scholarships and loan
20 repayments made each year. However, the maximum award authorized
21 under this chapter is eight thousand dollars per person, per academic
22 year. Beginning in the 2020-21 academic year, the office may adjust
23 the maximum award by the average rate of resident undergraduate
24 tuition and fee increases at the state universities as defined in RCW
25 28B.10.016.

26 (2) The allowable uses of a conditional scholarship under this
27 chapter include the cost of attendance as determined by the office,
28 such as tuition, room, board, and books.

29 (3) The award of a conditional scholarship under this chapter may
30 not result in reduction of a participant's federal or other state
31 financial aid.

32 (4) The office must make conditional scholarship and loan
33 repayment awards from moneys in the educator conditional scholarship
34 account created in RCW 28B.102.080.

35 **Sec. 216.** RCW 28B.102.090 and 2016 c 233 s 15 are each amended
36 to read as follows:

1 TEACHER SHORTAGE CONDITIONAL SCHOLARSHIP PROGRAM. (1) (~~Subject~~
2 ~~to the availability of amounts appropriated for this specific~~
3 ~~purpose, the office shall develop and administer)~~ The teacher
4 shortage conditional (~~grant program as a subprogram within the~~
5 ~~future teachers conditional scholarship and loan repayment program)~~
6 scholarship program is created. The purpose of the (~~teacher shortage~~
7 ~~conditional grant)~~ program is to provide financial aid to encourage
8 (~~individuals~~) persons to become teachers (~~by providing financial~~
9 ~~aid to individuals enrolled in professional educator standards-~~
10 ~~approved teacher preparation programs)~~ and to retain these teachers
11 in shortage areas.

12 (2) (~~The office has the power and duty to develop and adopt~~
13 ~~rules as necessary under chapter 34.05 RCW to administer the program~~
14 ~~described in this section.~~

15 ~~(3) As part of the rule-making process under subsection (2) of~~
16 ~~this section, the office must collaborate with the professional~~
17 ~~educator standards board, the Washington state school directors'~~
18 ~~association, and the professional educator standards board-approved~~
19 ~~teacher preparation programs to develop a framework for the teacher~~
20 ~~shortage conditional grant program, including eligibility~~
21 ~~requirements, contractual obligations, conditional grant amounts, and~~
22 ~~loan repayment requirements.~~

23 ~~(4) (a) In developing the eligibility requirements, the office~~
24 ~~must consider: Whether the individual has a financial need, is a~~
25 ~~first-generation college student, or is from a traditionally~~
26 ~~underrepresented group among teachers in Washington; whether the~~
27 ~~individual is completing an alternative route teacher certification~~
28 ~~program; whether the individual plans to obtain an endorsement in a~~
29 ~~hard-to-fill subject, as defined by the professional educator~~
30 ~~standards board; the characteristic of any geographic shortage area,~~
31 ~~as defined by the professional educator standards board, that the~~
32 ~~individual plans to teach in; and whether a school district has~~
33 ~~committed to offering the individual employment once the individual~~
34 ~~obtains a residency teacher certificate.~~

35 ~~(b) In developing the contractual obligations, the office must~~
36 ~~consider requiring the individual to: Obtain a Washington state~~
37 ~~residency teacher certificate; teach in a subject or geographic~~
38 ~~endorsement shortage area, as defined by the professional educator~~
39 ~~standards board; and commit to teach for five school years in an~~

1 approved education program with a need for a teacher with such an
2 endorsement at the time of hire.

3 ~~(c) In developing the conditional grant award amounts, the office
4 must consider whether the individual is: Enrolled in a public or
5 private institution of higher education, a resident, in a
6 baccalaureate or postbaccalaureate program, or in an alternative
7 route teacher certification program. In addition, the award amounts
8 must not result in a reduction of the individual's federal or state
9 grant aid, including Pell grants, state need grants, college bound
10 scholarships, or opportunity scholarships.~~

11 ~~(d) In developing the repayment requirements for a conditional
12 grant that is converted into a loan, the terms and conditions of the
13 loan must follow the interest rate and repayment terms of the federal
14 direct subsidized loan program. In addition, the office must consider
15 the following repayment schedule:~~

16 ~~(i) For less than one school year of teaching completed, the loan
17 obligation is eighty-five percent of the conditional grant the
18 student received, plus interest and an equalization fee;~~

19 ~~(ii) For less than two school years of teaching completed, the
20 loan obligation is seventy percent of the conditional grant the
21 student received, plus interest and an equalization fee;~~

22 ~~(iii) For less than three school years of teaching completed, the
23 loan obligation is fifty-five percent of the conditional grant the
24 student received, plus interest and an equalization fee; and~~

25 ~~(iv) For less than four school years of teaching completed, the
26 loan obligation is forty percent of the conditional grant the student
27 received, plus interest and an equalization fee.~~

28 ~~(5) By November 1, 2018, and November 1, 2020, the office shall
29 submit reports, in accordance with RCW 43.01.036, to the appropriate
30 committees of the legislature that recommend whether the teacher
31 shortage conditional grant program under this section should be
32 continued, modified, or terminated, and that include information
33 about the recipients of the grants under this program)) To qualify
34 for the program an applicant must:~~

35 (a) Be accepted into, and maintain enrollment in, a Washington
36 professional educator standards board-approved teacher preparation
37 program leading to an initial teacher certificate; and

38 (b) Intend to pursue an initial teacher certificate with an
39 endorsement in a shortage area.

1 (3) Participants are eligible to receive a teacher shortage
2 conditional scholarship for up to four academic years.

3 NEW SECTION. **Sec. 217.** A new section is added to chapter
4 28B.102 RCW to read as follows:

5 ALTERNATIVE ROUTE CONDITIONAL SCHOLARSHIP PROGRAM. (1) The
6 alternative route conditional scholarship program is created. The
7 purpose of the program is to provide financial assistance to
8 encourage persons to become teachers through alternative route
9 teacher certification programs and to retain these teachers in
10 shortage areas.

11 (2) To qualify for the program an applicant must:

12 (a) Be accepted into, and maintain enrollment in, an alternative
13 route teacher certification program under chapter 28A.660 RCW; and

14 (b) Intend to pursue an initial teacher certificate with an
15 endorsement in a shortage area.

16 (3) Participants are eligible to receive an alternative route
17 conditional scholarship for up to two academic years.

18 **Sec. 218.** RCW 28A.660.042 and 2017 c 237 s 19 are each amended
19 to read as follows:

20 PIPELINE FOR PARAEDUCATORS CONDITIONAL SCHOLARSHIP PROGRAM. (1)
21 The pipeline for paraeducators conditional scholarship program is
22 created. ~~((Participation is limited to paraeducators without a~~
23 ~~college degree who have at least three years of classroom experience.~~
24 ~~It is anticipated that candidates enrolled in this program will~~
25 ~~complete their associate of arts degree at a community and technical~~
26 ~~college in two years or less and become eligible for an endorsement~~
27 ~~in a subject matter shortage area, as defined by the professional~~
28 ~~educator standards board, via route one in the alternative routes to~~
29 ~~teacher certification program provided in this chapter.)) The purpose
30 of the program is to support paraeducators who wish to become
31 teachers by providing financial aid for the completion of an
32 associate of arts degree.~~

33 ~~((Entry requirements for candidates include))~~ To qualify for
34 the program an applicant must:

35 (a) Not have earned a college degree;

36 (b) Provide documentation:

37 (i) From his or her school district or building ~~((validation))~~ of
38 ~~((qualifications, including three))~~ one year ~~((s))~~ of successful

1 student interaction and leadership as a classified instructional
2 employee; or

3 (ii) Of his or her completion of two years of a recruiting
4 Washington teachers program, established under RCW 28A.415.370;

5 (c) Intend to pursue an initial teacher certificate with an
6 endorsement in a shortage area via a Washington professional educator
7 standards board-approved teacher preparation program; and

8 (d) Be accepted into, and maintain enrollment for no more than
9 the equivalent of four full-time academic years at, a community and
10 technical college under RCW 28B.50.020.

11 (3) Participants are eligible to receive a pipeline for
12 paraeducators conditional scholarship for up to four academic years.

13 (4) The office must prioritize applicants in the following order:

14 (a) Applicants recruited and supported by their school districts
15 to become teachers;

16 (b) Applicants who completed two years of a recruiting Washington
17 teachers program, established under RCW 28A.415.370; and

18 (c) Applicants intending to complete an associate of arts degree
19 in two academic years or less.

20 **Sec. 219.** RCW 28A.660.045 and 2015 3rd sp.s. c 9 s 1 are each
21 amended to read as follows:

22 EDUCATOR RETOOLING CONDITIONAL SCHOLARSHIP PROGRAM. (1) The
23 educator retooling conditional scholarship program is created.
24 ~~((Participation is limited to current K-12 teachers and individuals~~
25 ~~having an elementary education certificate but who are not employed~~
26 ~~in positions requiring an elementary education certificate. It is~~
27 ~~anticipated that candidates enrolled in this program will complete~~
28 ~~the requirements for an endorsement in two years or less.~~

29 ~~(2) Entry requirements for candidates include:~~

30 ~~(a) Current K-12 teachers shall pursue an endorsement in a~~
31 ~~subject or geographic endorsement shortage area, as defined by the~~
32 ~~professional educator standards board, including but not limited to,~~
33 ~~mathematics, science, special education, bilingual education, English~~
34 ~~language learner, computer science education, or environmental and~~
35 ~~sustainability education.~~

36 ~~(b) Individuals having an elementary education certificate but~~
37 ~~who are not employed in positions requiring an elementary education~~
38 ~~certificate shall pursue an endorsement in a subject or geographic~~
39 ~~endorsement shortage area, as defined by the professional educator~~

standards board, including but not limited to, mathematics, science, special education, bilingual education, English language learner, computer science education, or environmental and sustainability education.) The purpose of the program is to increase the number of public school teachers with endorsements in shortage areas.

(2) To qualify for the program an applicant must:

(a) Hold a current Washington teacher certificate or an expired Washington teacher certificate issued after 2005;

(b) Pursue an additional endorsement in a shortage area; and

(c) Use one of the Washington professional educator standards board's pathways to complete the additional endorsement requirements in the equivalent of one full-time academic year.

(3) Participants are eligible to receive an educator retooling conditional scholarship for up to two academic years.

NEW SECTION. Sec. 220. A new section is added to chapter 28B.102 RCW to read as follows:

CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.

(1) The career and technical education conditional scholarship program is created. The purpose of the program is to provide financial aid for nonteachers and teachers to obtain necessary certificates and endorsements through any approved route to become career and technical education teachers.

(2) To qualify for the program, an applicant must be:

(a) Accepted into, and maintain enrollment in, a Washington professional educator standards board-approved teacher preparation program; and

(b) Pursuing the necessary certificates and endorsements to teach career and technical education courses.

(3) The office must give priority to applicants who:

(a) Possess a professional license and occupational industry experience applicable to the career and technical education endorsement being pursued; or

(b) Are accepted into an alternative route teacher certification program under RCW 28A.660.020.

(4) Participants are eligible to receive a career and technical education conditional scholarship for up to two academic years.

NEW SECTION. Sec. 221. A new section is added to chapter 28B.102 RCW to read as follows:

1 CONDITIONAL SCHOLARSHIP—FORGIVENESS AND REPAYMENT. (1)(a) A
2 conditional scholarship awarded under this chapter is forgiven when
3 the participant fulfills the terms of his or her service obligation.
4 The office shall develop the service obligation terms for each
5 conditional scholarship program under this chapter, including that
6 participants must either:

7 (i) Serve as a certificated employee in an approved education
8 program for two full-time school years for each year of conditional
9 scholarship received; or

10 (ii) Serve as a certificated employee in a shortage area in an
11 approved education program for one full-time school year for each
12 year of conditional scholarship received.

13 (b) For participants who meet the terms of their service
14 obligation, the office shall forgive the conditional scholarships
15 according to the service obligation terms and shall maintain all
16 necessary records of such forgiveness.

17 (2)(a) Participants who do not fulfill their service obligation
18 as required under subsection (1) of this section incur an obligation
19 to repay the conditional scholarship award, with interest and other
20 fees. The office shall develop repayment terms for each conditional
21 scholarship program under this chapter, including interest rate,
22 other fees, minimum payment, and maximum repayment period.

23 (b) The office shall collect repayments from participants who do
24 not fulfill their service obligation as required under subsection (1)
25 of this section. Collection and servicing of repayments under this
26 section must be pursued using the full extent of the law, including
27 wage garnishment if necessary. The office shall exercise due
28 diligence in maintaining all necessary records to ensure that maximum
29 repayments are collected.

30 (3) The office shall establish a process for forgiveness,
31 deferment, or forbearance for participants who fail to complete their
32 service obligation due to circumstances beyond the participants'
33 control, for example certain medical conditions, military deployment,
34 declassification of a participant's shortage area, or hardship for a
35 participant to relocate to an approved education program with a
36 shortage area, provided the participant was serving as a certificated
37 employee in a shortage area in an approved education program.

38 **Sec. 222.** RCW 28B.102.055 and 2011 1st sp.s. c 11 s 180 are each
39 amended to read as follows:

1 FEDERAL STUDENT LOAN REPAYMENT IN EXCHANGE FOR TEACHING SERVICE
2 PROGRAM. (1) Upon documentation of federal student loan indebtedness,
3 the office may enter into agreements with ~~((participants))~~
4 certificated teachers to repay all or part of a federal student loan
5 in exchange for teaching service in a shortage area in an approved
6 education~~((al))~~ program. ~~((The ratio of loan repayment to years of~~
7 ~~teaching service for the loan repayment program shall be the same as~~
8 ~~established for the conditional scholarship program.))~~ Teachers
9 eligible for loan repayment under this section must hold an
10 endorsement in the content area in which they are assigned to teach
11 during the period of repayment.

12 (2) The agreement shall specify the period of time it is in
13 effect and detail the obligations of the office and the participant,
14 including the amount to be paid to the participant. The ratio of loan
15 repayment to years of teaching service for the loan repayment program
16 must be the same as established for the conditional scholarship
17 programs under section 221 of this act. The agreement ~~((may))~~ must
18 also specify the ~~((geographic location and subject matter))~~ shortage
19 area of teaching service for which loan repayment will be provided.

20 (3) At the end of each school year, a participant under this
21 section shall provide evidence to the office that the requisite
22 teaching service has been provided. Upon receipt of the evidence, the
23 office shall pay the participant the agreed-upon amount for one year
24 of full-time teaching service or a prorated amount for less than
25 full-time teaching service. To qualify for additional loan
26 repayments, the participant must be engaged in continuous teaching
27 service as defined by the office. The office may approve leaves of
28 absence from continuous service and other deferments as may be
29 necessary.

30 (4) The office may, at its discretion, arrange to make the loan
31 repayment directly to the holder of the participant's federal student
32 loan.

33 (5) The office may not reimburse a participant for loan
34 repayments made before the participant entered into an agreement with
35 the office under this section.

36 (6) The office's obligations to a participant under this section
37 shall cease when:

38 (a) The terms of the agreement have been fulfilled;

39 (b) The participant is assigned to teach in a content area in
40 which he or she is not endorsed;

1 (c) The participant fails to maintain continuous teaching service
2 as determined by the office; or

3 ~~((e))~~ (d) All of the participant's federal student loans have
4 been repaid.

5 ~~((6) The office shall adopt rules governing loan repayments,
6 including approved leaves of absence from continuous teaching service
7 and other deferments as may be necessary.))~~

8 NEW SECTION. **Sec. 223.** A new section is added to chapter
9 28B.102 RCW to read as follows:

10 REPORTS TO THE LEGISLATURE. Beginning November 1, 2020, and by
11 November 1st each even-numbered year thereafter, the office shall
12 submit a report, in accordance with RCW 43.01.036, to the appropriate
13 committees of the legislature recommending whether the educator
14 conditional scholarship and loan repayment programs under this
15 chapter should be continued, modified, or terminated. The report must
16 include information about the number of applicants for, and
17 participants in, each program. To the extent possible, this
18 information should be disaggregated by age, gender, race and
19 ethnicity, family income, and unmet financial need. The report must
20 include information about participant deferments and repayments. The
21 report must also include information on moneys received by and
22 disbursed from the educator conditional scholarship account under RCW
23 28B.102.080 each fiscal year.

24 **Sec. 224.** RCW 28B.102.080 and 2011 1st sp.s. c 11 s 182 are each
25 amended to read as follows:

26 CUSTODIAL ACCOUNT. (1) The ~~((future—teachers))~~ educator
27 conditional scholarship account is created in the custody of the
28 state treasurer. An appropriation is not required for expenditures of
29 funds from the account. The account is not subject to allotment
30 procedures under chapter 43.88 RCW except for moneys used for program
31 administration.

32 (2) The office shall deposit in the account all moneys received
33 for the ~~((future—teachers))~~ educator conditional scholarship and loan
34 repayment ~~((program and for conditional loan))~~ programs under this
35 chapter ~~((28A.660—RCW))~~. The account shall be self-sustaining and
36 consist of funds appropriated by the legislature for the ~~((future~~
37 ~~teachers))~~ educator conditional scholarship and loan repayment
38 programs under this chapter, private contributions to the programs,

1 and receipts from participant repayments from the (~~future teachers~~
2 ~~conditional scholarship and loan repayment~~) programs (~~, and~~
3 ~~conditional loan programs established under chapter 28A.660 RCW~~).
4 Beginning July 1, 2004, the office shall also deposit into the
5 account: (a) All funds from the institution of higher education loan
6 account that are traceable to any conditional scholarship program for
7 teachers or prospective teachers established by the legislature
8 before June 10, 2004; and (b) all amounts repaid by (~~individuals~~)
9 participants under any such program.

10 (3) Expenditures from the account may be used (~~solely for~~
11 ~~conditional loans and loan repayments to participants in the future~~
12 ~~teachers conditional scholarship and loan repayment program~~
13 ~~established by this chapter, conditional scholarships for~~
14 ~~participants in programs established in chapter 28A.660 RCW, and~~
15 ~~costs associated with program administration by the office~~) only for
16 the purposes of this chapter.

17 (4) Disbursements from the account may be made only on the
18 authorization of the office.

19 (~~(5) During the 2009-2011 fiscal biennium, the legislature may~~
20 ~~transfer from the future teachers conditional scholarship account to~~
21 ~~the state general fund such amounts as reflect the excess fund~~
22 ~~balance of the account.~~)

23 **Sec. 225.** RCW 43.79A.040 and 2018 c 260 s 28, 2018 c 258 s 4,
24 and 2018 c 127 s 6 are each reenacted and amended to read as follows:

25 MANAGEMENT OF TREASURER'S TRUST FUND. (1) Money in the
26 treasurer's trust fund may be deposited, invested, and reinvested by
27 the state treasurer in accordance with RCW 43.84.080 in the same
28 manner and to the same extent as if the money were in the state
29 treasury, and may be commingled with moneys in the state treasury for
30 cash management and cash balance purposes.

31 (2) All income received from investment of the treasurer's trust
32 fund must be set aside in an account in the treasury trust fund to be
33 known as the investment income account.

34 (3) The investment income account may be utilized for the payment
35 of purchased banking services on behalf of treasurer's trust funds
36 including, but not limited to, depository, safekeeping, and
37 disbursement functions for the state treasurer or affected state
38 agencies. The investment income account is subject in all respects to
39 chapter 43.88 RCW, but no appropriation is required for payments to

1 financial institutions. Payments must occur prior to distribution of
2 earnings set forth in subsection (4) of this section.

3 (4)(a) Monthly, the state treasurer must distribute the earnings
4 credited to the investment income account to the state general fund
5 except under (b), (c), and (d) of this subsection.

6 (b) The following accounts and funds must receive their
7 proportionate share of earnings based upon each account's or fund's
8 average daily balance for the period: The 24/7 sobriety account, the
9 Washington promise scholarship account, the Gina Grant Bull memorial
10 legislative page scholarship account, the Washington advanced college
11 tuition payment program account, the Washington college savings
12 program account, the accessible communities account, the Washington
13 achieving a better life experience program account, the community and
14 technical college innovation account, the agricultural local fund,
15 the American Indian scholarship endowment fund, the foster care
16 scholarship endowment fund, the foster care endowed scholarship trust
17 fund, the contract harvesting revolving account, the Washington state
18 combined fund drive account, the commemorative works account, the
19 county enhanced 911 excise tax account, the toll collection account,
20 the developmental disabilities endowment trust fund, the energy
21 account, the fair fund, the family and medical leave insurance
22 account, the fish and wildlife federal lands revolving account, the
23 natural resources federal lands revolving account, the food animal
24 veterinarian conditional scholarship account, the forest health
25 revolving account, the fruit and vegetable inspection account, the
26 (~~future teachers~~) educator conditional scholarship account, the
27 game farm alternative account, the GET ready for math and science
28 scholarship account, the Washington global health technologies and
29 product development account, the grain inspection revolving fund, the
30 Washington history day account, the industrial insurance rainy day
31 fund, the juvenile accountability incentive account, the law
32 enforcement officers' and firefighters' plan 2 expense fund, the
33 local tourism promotion account, the low-income home rehabilitation
34 revolving loan program account, the multiagency permitting team
35 account, the northeast Washington wolf-livestock management account,
36 the pilotage account, the produce railcar pool account, the regional
37 transportation investment district account, the rural rehabilitation
38 account, the Washington sexual assault kit account, the stadium and
39 exhibition center account, the youth athletic facility account, the
40 self-insurance revolving fund, the children's trust fund, the

1 Washington horse racing commission Washington bred owners' bonus fund
2 and breeder awards account, the Washington horse racing commission
3 class C purse fund account, the individual development account
4 program account, the Washington horse racing commission operating
5 account, the life sciences discovery fund, the Washington state
6 heritage center account, the reduced cigarette ignition propensity
7 account, the center for childhood deafness and hearing loss account,
8 the school for the blind account, the Millersylvania park trust fund,
9 the public employees' and retirees' insurance reserve fund, the
10 school employees' benefits board insurance reserve fund, (~~(the)~~)
11 the public employees' and retirees' insurance account, (~~(the)~~) the
12 school employees' insurance account, and the radiation perpetual
13 maintenance fund.

14 (c) The following accounts and funds must receive eighty percent
15 of their proportionate share of earnings based upon each account's or
16 fund's average daily balance for the period: The advanced right-of-
17 way revolving fund, the advanced environmental mitigation revolving
18 account, the federal narcotics asset forfeitures account, the high
19 occupancy vehicle account, the local rail service assistance account,
20 and the miscellaneous transportation programs account.

21 (d) Any state agency that has independent authority over accounts
22 or funds not statutorily required to be held in the custody of the
23 state treasurer that deposits funds into a fund or account in the
24 custody of the state treasurer pursuant to an agreement with the
25 office of the state treasurer shall receive its proportionate share
26 of earnings based upon each account's or fund's average daily balance
27 for the period.

28 (5) In conformance with Article II, section 37 of the state
29 Constitution, no trust accounts or funds shall be allocated earnings
30 without the specific affirmative directive of this section.

31 NEW SECTION. **Sec. 226.** REPEALERS. The following acts or parts
32 of acts are each repealed:

33 (1) RCW 28B.102.010 (Intent—Legislative findings) and 2004 c 58 s
34 1 & 1987 c 437 s 1;

35 (2) RCW 28B.102.040 (Selection of participants—Processes—
36 Criteria) and 2011 1st sp.s. c 11 s 178, 2008 c 170 s 306, & 2005 c
37 518 s 918;

1 (3) RCW 28B.102.050 (Award of conditional scholarships and loan
2 repayments—Amount—Duration) and 2011 1st sp.s. c 11 s 179, 2004 c 58
3 s 6, & 1987 c 437 s 5;

4 (4) RCW 28B.102.060 (Repayment obligation) and 2011 1st sp.s. c
5 11 s 181, 2011 c 26 s 4, 2004 c 58 s 7, 1996 c 53 s 2, 1993 c 423 s
6 1, 1991 c 164 s 6, & 1987 c 437 s 6;

7 (5) RCW 28A.660.050 (Conditional scholarship programs—
8 Requirements—Recipients) and 2016 c 233 s 14, 2015 3rd sp.s. c 9 s 2,
9 2015 1st sp.s. c 3 s 4, 2012 c 229 s 507, 2011 1st sp.s. c 11 s 134,
10 & 2010 c 235 s 505; and

11 (6) RCW 28A.660.055 (Eligible veteran or national guard member—
12 Definition) and 2009 c 192 s 3.

13 NEW SECTION. **Sec. 227.** RECODIFICATION. RCW 28A.660.042 and
14 28A.660.045 are each recodified as sections in chapter 28B.102 RCW.

15 NEW SECTION. **Sec. 228.** A new section is added to chapter
16 28A.660 RCW to read as follows:

17 Nothing in sections 210 through 226 of this act modifies or
18 otherwise affects conditional scholarship or loan repayment
19 agreements under this chapter or chapter 28B.102 RCW existing before
20 the effective date of this section.

21 NEW SECTION. **Sec. 229.** A new section is added to chapter
22 28B.102 RCW to read as follows:

23 Nothing in sections 210 through 226 of this act modifies or
24 otherwise affects conditional scholarship or loan repayment
25 agreements under this chapter or chapter 28A.660 RCW existing before
26 the effective date of this section.

27 **TUITION WAIVERS**

28 **Sec. 230.** RCW 28B.15.558 and 2016 c 233 s 18 are each amended to
29 read as follows:

30 SPACE AVAILABLE TUITION WAIVERS. (1) The governing boards of the
31 state universities, the regional universities, The Evergreen State
32 College, and the community and technical colleges may waive all or a
33 portion of the tuition and services and activities fees for state
34 employees as defined under subsection (2) of this section ((and)),

1 teachers((~~r~~)) and other certificated instructional staff under
2 subsection (3) of this section, and K-12 classified staff under
3 subsection (4) of this section. The enrollment of these persons is
4 pursuant to the following conditions:

5 (a) Such persons shall register for and be enrolled in courses on
6 a space available basis and no new course sections shall be created
7 as a result of the registration;

8 (b) Enrollment information on persons registered pursuant to this
9 section shall be maintained separately from other enrollment
10 information and shall not be included in official enrollment reports,
11 nor shall such persons be considered in any enrollment statistics
12 that would affect budgetary determinations; and

13 (c) Persons registering on a space available basis shall be
14 charged a registration fee of not less than five dollars.

15 (2) For the purposes of this section, "state employees" means
16 persons employed half-time or more in one or more of the following
17 employee classifications:

18 (a) Permanent employees in classified service under chapter 41.06
19 RCW;

20 (b) Permanent employees governed by chapter 41.56 RCW pursuant to
21 the exercise of the option under RCW 41.56.201;

22 (c) Permanent classified employees and exempt paraprofessional
23 employees of technical colleges; and

24 (d) Faculty, counselors, librarians, and exempt professional and
25 administrative employees at institutions of higher education as
26 defined in RCW 28B.10.016.

27 (3) The waivers available to state employees under this section
28 shall also be available to teachers and other certificated
29 instructional staff employed at public common and vocational
30 schools(~~(, holding or seeking a valid endorsement and assignment in a~~
31 ~~state-identified shortage area)~~).

32 (4) The waivers available under this section shall also be
33 available to classified staff employed at ((K-12)) public common
34 schools, as defined in RCW 28A.150.020, when used for coursework
35 relevant to the work assignment or coursework that is part of a
36 teacher preparation program.

37 (5) In awarding waivers, an institution of higher education may
38 award waivers to eligible persons employed by the institution before
39 considering waivers for eligible persons who are not employed by the
40 institution.

1 (6) If an institution of higher education exercises the authority
2 granted under this section, it shall include all eligible state
3 employees in the pool of persons eligible to participate in the
4 program.

5 (7) In establishing eligibility to receive waivers, institutions
6 of higher education may not discriminate between full-time employees
7 and employees who are employed half-time or more.

8 (8) Each institution of higher education that awards waivers
9 under this section must report annually to the student achievement
10 council with the number, type, and value of waivers awarded under
11 this section in the prior academic year, and must compare this
12 information with other tuition and fee waivers awarded by the
13 institution.

14 **TEACHER PREPARATION PROGRAM EXPANSION**

15 NEW SECTION. **Sec. 231.** EXPAND ENROLLMENTS IN HIGH-NEED SUBJECTS
16 AND LOCATIONS. The legislature recognizes the important role of
17 teacher preparation programs in addressing the shortages in the
18 educator career continuum. Through the omnibus appropriations act,
19 the legislature intends to prioritize the expansion of teacher
20 preparation program enrollments in high-need subjects and high-need
21 locations within the state, taking into consideration the community
22 and technical colleges' capacity to contribute to teacher
23 preparation.

24 **PART III**

25 **RETENTION STRATEGIES**

26 NEW SECTION. **Sec. 301.** FINDINGS—INTENT. (1) The legislature
27 finds that the most successful education systems have robust, well-
28 prepared educators and educator leaders, with ample and relevant
29 mentoring and professional learning opportunities appropriate to
30 their roles and career aspirations. Further, the legislature finds
31 that cultivating a public common school system that focuses on the
32 growth of educator knowledge, skills, and dispositions to help
33 students perform at high levels not only supports better professional
34 practice, but results in greater professional satisfaction for
35 educators.

1 (2) The legislature finds that excessively rigid policies have
2 had the unintended consequence of preventing qualified and effective
3 educators from remaining in the common schools. Barriers to educator
4 retention, such as lack of induction and mentoring for beginning
5 educators, a complicated and burdensome certification system, and
6 frequent comprehensive performance evaluation requirements must be
7 addressed. The legislature acknowledges that a substantial step
8 towards reducing the barriers of complicated and burdensome
9 certification requirements was taken in chapter 26, Laws of 2017 by
10 creating a flexible option for renewing teacher and administrator
11 certificates. However, continued legislative review and refinement of
12 the link between certification programs, effective pedagogy, and
13 professional satisfaction is necessary to strengthen educator
14 retention efforts.

15 (3) Further efforts can also focus on the improvement of working
16 conditions within schools and school districts. The legislature
17 acknowledges that the demands on educators must be balanced with an
18 encouragement of their excitement for the profession. The legislature
19 intends to expand upon successful educator induction and mentoring
20 programs such as the beginning educator support team program, and to
21 streamline the teacher and principal evaluation program requirements
22 for the highest performing educators.

23 BEGINNING EDUCATOR SUPPORT

24 **Sec. 302.** RCW 28A.415.265 and 2016 c 233 s 11 are each amended
25 to read as follows:

26 (1) For the purposes of this section, a mentor educator is (~~a~~
27 ~~educator~~) a teacher, educational staff associate, or principal who:

28 (a) Has (~~achieved appropriate~~) ~~successfully completed~~ training
29 in assisting, coaching, and advising beginning ~~principals, beginning~~
30 educational staff associates, beginning teachers, or student
31 (~~teaching residents~~) ~~teachers~~ as defined by the office of the
32 superintendent of public instruction (~~, such as national board~~
33 certification or other specialized training));

34 (b) Has been selected using mentor standards developed by the
35 office of the superintendent of public instruction; and

36 (c) Is participating in ongoing mentor skills professional
37 development.

1 (2) (a) The beginning educator support team program is established
2 to provide professional development and (~~mentor support~~) mentoring
3 for beginning (~~educators~~) principals, beginning educational staff
4 associates, beginning teachers, and candidates in alternative route
5 teacher certification programs under chapter 28A.660 RCW
6 (~~28A.660.040, and educators on probation under RCW 28A.405.100, to~~
7 ~~be composed of the beginning educator support team for beginning~~
8 ~~educators and continuous improvement coaching for educators on~~
9 ~~probation, as provided in this section~~).

10 (b) The superintendent of public instruction shall notify school
11 districts about the beginning educator support team program and
12 encourage districts to apply for program funds.

13 (3) Subject to the availability of amounts appropriated for this
14 specific purpose, the office of the superintendent of public
15 instruction shall allocate funds for the beginning educator support
16 team program on a competitive basis to individual school districts
17 (~~or~~), consortia of districts, or state-tribal compact schools.
18 (~~School districts are encouraged to include educational service~~
19 ~~districts in creating regional consortia.~~) In allocating funds, the
20 office of the superintendent of public instruction shall give
21 priority to:

22 (a) (~~School districts with low-performing schools identified~~
23 ~~under RCW 28A.657.020 as being challenged schools in need of~~
24 ~~improvement; and~~) Schools and districts identified for comprehensive
25 or targeted support and improvement as required under the federal
26 elementary and secondary education act;

27 (b) School districts with a large influx of beginning principals,
28 beginning educational staff associates, or beginning classroom
29 teachers; and

30 (c) School districts that demonstrate an understanding of the
31 research-based standards for beginning educator induction developed
32 by the office of the superintendent of public instruction.

33 (4) A portion of the appropriated funds may be used for program
34 coordination and provision of statewide or regional professional
35 development through the office of the superintendent of public
36 instruction.

37 (5) A beginning educator support team program must include the
38 following components:

1 (a) A paid instructional orientation or individualized assistance
2 before the start of the school year for ~~((beginning educators))~~
3 program participants;

4 (b) ~~((Assignment of))~~ A trained and qualified mentor assigned to
5 each program participant for ~~((the first))~~ up to three years ~~((for~~
6 ~~beginning educators))~~, with intensive support in the first year and
7 decreasing support ~~((over the following))~~ in subsequent years
8 ~~((depending on the needs of the beginning educator))~~;

9 (c) A goal to provide ~~((beginning teachers))~~ program participants
10 from underrepresented populations with a mentor who has strong ties
11 to underrepresented populations;

12 (d) Ongoing professional development ~~((for beginning educators~~
13 ~~that is))~~ designed to meet ~~((their))~~ the unique needs of each program
14 participant for supplemental training and skill development;

15 (e) Initial and ongoing professional development for mentors;

16 (f) Release time for mentors and ~~((their designated educators))~~
17 program participants to work together, as well as time for
18 ~~((educators))~~ program participants to observe accomplished peers;
19 ~~((and))~~

20 (g) To the extent possible, a school or classroom assignment that
21 is appropriate for a beginning principal, beginning educational staff
22 associate, or beginning teacher;

23 (h) Nonevaluative observations with written feedback for program
24 participants;

25 (i) Support in understanding and participating in the state and
26 district evaluation process and using the instructional framework,
27 leadership framework, or both, to promote growth;

28 (j) Adherence to research-based standards for beginning educator
29 induction developed by the office of the superintendent of public
30 instruction; and

31 (k) A program evaluation that identifies program strengths and
32 gaps using ~~((a standard evaluation tool provided from the office of~~
33 ~~the superintendent of public instruction that measures increased~~
34 ~~knowledge, skills))~~ the standards for beginning educator induction,
35 the retention of beginning educators, and positive impact on student
36 ~~((learning))~~ growth for program participants.

37 (6) ~~((Subject to the availability of amounts appropriated for~~
38 ~~this specific purpose,))~~ The beginning educator support team program
39 components under subsection ~~((3))~~ (5) of this section may be

1 provided for continuous improvement coaching to support educators on
2 probation under RCW 28A.405.100.

3 **EVALUATIONS**

4 **Sec. 303.** RCW 28A.405.100 and 2012 c 35 s 1 are each amended to
5 read as follows:

6 (1)(a) Except as provided in subsection (2) of this section, the
7 superintendent of public instruction shall establish and may amend
8 from time to time minimum criteria for the evaluation of the
9 professional performance capabilities and development of certificated
10 classroom teachers and certificated support personnel. For classroom
11 teachers the criteria shall be developed in the following categories:
12 Instructional skill; classroom management, professional preparation
13 and scholarship; effort toward improvement when needed; the handling
14 of student discipline and attendant problems; and interest in
15 teaching pupils and knowledge of subject matter.

16 (b) Every board of directors shall, in accordance with procedure
17 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and
18 41.59.920, establish evaluative criteria and procedures for all
19 certificated classroom teachers and certificated support personnel.
20 The evaluative criteria must contain as a minimum the criteria
21 established by the superintendent of public instruction pursuant to
22 this section and must be prepared within six months following
23 adoption of the superintendent of public instruction's minimum
24 criteria. The district must certify to the superintendent of public
25 instruction that evaluative criteria have been so prepared by the
26 district.

27 (2)(a) (~~Pursuant to the implementation schedule established in~~
28 ~~subsection (7)(c) of this section,~~) Every board of directors shall,
29 in accordance with procedures provided in RCW 41.59.010 through
30 41.59.170, 41.59.910, and 41.59.920, establish (~~revised~~) evaluative
31 criteria and a four-level rating system for all certificated
32 classroom teachers.

33 (b) The minimum criteria shall include: (i) Centering instruction
34 on high expectations for student achievement; (ii) demonstrating
35 effective teaching practices; (iii) recognizing individual student
36 learning needs and developing strategies to address those needs; (iv)
37 providing clear and intentional focus on subject matter content and
38 curriculum; (v) fostering and managing a safe, positive learning

1 environment; (vi) using multiple student data elements to modify
2 instruction and improve student learning; (vii) communicating and
3 collaborating with parents and the school community; and (viii)
4 exhibiting collaborative and collegial practices focused on improving
5 instructional practice and student learning. Student growth data must
6 be a substantial factor in evaluating the ~~((summative))~~ performance
7 of certificated classroom teachers for at least three of the
8 evaluation criteria listed in this subsection.

9 (c) The four-level rating system used to evaluate the
10 certificated classroom teacher must describe performance along a
11 continuum that indicates the extent to which the criteria have been
12 met or exceeded. The ~~((summative))~~ performance ratings shall be as
13 follows: Level 1 - unsatisfactory; level 2 - basic; level 3 -
14 proficient; and level 4 - distinguished. A classroom teacher shall
15 receive one of the four ~~((summative))~~ performance ratings for each of
16 the minimum criteria in (b) of this subsection and one of the four
17 ~~((summative))~~ performance ratings for the evaluation as a whole,
18 which shall be the comprehensive ~~((summative-evaluation))~~ performance
19 rating. ~~((By December 1, 2012,))~~ The superintendent of public
20 instruction must adopt rules prescribing a common method for
21 calculating the comprehensive ~~((summative-evaluation))~~ performance
22 rating for each of the preferred instructional frameworks, including
23 for a focused performance evaluation under subsection (12) of this
24 section, giving appropriate weight to the indicators evaluated under
25 each criteria and maximizing rater agreement among the frameworks.

26 (d) ~~((By December 1, 2012,))~~ The superintendent of public
27 instruction shall adopt rules that provide descriptors for each of
28 the ~~((summative))~~ performance ratings ~~((, based on the development
29 work of pilot school districts under subsection (7) of this section.
30 Any subsequent changes to the descriptors by the superintendent may
31 only be))~~ with updates to the rules made following consultation with
32 ~~((a group broadly reflective of the parties represented))~~ the
33 steering committee described in subsection (7)(a)(i) of this section.

34 (e) ~~((By September 1, 2012,))~~ The superintendent of public
35 instruction shall identify up to three preferred instructional
36 frameworks that support the ~~((revised))~~ four-level rating evaluation
37 system. The instructional frameworks shall be research-based and
38 establish definitions or rubrics for each of the four ~~((summative))~~
39 performance ratings for each evaluation criteria. Each school
40 district must adopt one of the preferred instructional frameworks and

1 post the selection on the district's web site. The superintendent of
2 public instruction shall establish a process for approving minor
3 modifications or adaptations to a preferred instructional framework
4 that may be proposed by a school district.

5 (f) Student growth data that is relevant to the teacher and
6 subject matter must be a factor in the evaluation process and must be
7 based on multiple measures that can include classroom-based, school-
8 based, district-based, and state-based tools. Student growth data
9 elements may include the teacher's performance as a member of a
10 grade-level, subject matter, or other instructional team within a
11 school when the use of this data is relevant and appropriate. Student
12 growth data elements may also include the teacher's performance as a
13 member of the overall instructional team of a school when use of this
14 data is relevant and appropriate. As used in this subsection,
15 "student growth" means the change in student achievement between two
16 points in time.

17 (g) Student input may also be included in the evaluation process.

18 (3) (a) Except as provided in subsection (11) of this section, it
19 shall be the responsibility of a principal or his or her designee to
20 evaluate all certificated personnel in his or her school. During each
21 school year all classroom teachers and certificated support personnel
22 shall be observed for the purposes of evaluation at least twice in
23 the performance of their assigned duties. Total observation time for
24 each employee for each school year shall be not less than sixty
25 minutes. An employee in the third year of provisional status as
26 defined in RCW 28A.405.220 shall be observed at least three times in
27 the performance of his or her duties and the total observation time
28 for the school year shall not be less than ninety minutes. Following
29 each observation, or series of observations, the principal or other
30 evaluator shall promptly document the results of the observation in
31 writing, and shall provide the employee with a copy thereof within
32 three days after such report is prepared. New employees shall be
33 observed at least once for a total observation time of thirty minutes
34 during the first ninety calendar days of their employment period.

35 (b) As used in this subsection and subsection (4) of this
36 section, "employees" means classroom teachers and certificated
37 support personnel except where otherwise specified.

38 (4) (a) At any time after October 15th, an employee whose work is
39 not judged satisfactory based on district evaluation criteria shall
40 be notified in writing of the specific areas of deficiencies along

1 with a reasonable program for improvement. For classroom teachers who
2 (~~have been transitioned to the revised evaluation system pursuant to~~
3 ~~the district implementation schedule adopted under subsection (7)(c)~~
4 ~~of this section~~) are required to be on the four-level rating
5 evaluation system, the following comprehensive (~~summative~~
6 ~~evaluation~~) performance ratings based on the evaluation criteria in
7 subsection (2)(b) of this section mean a classroom teacher's work is
8 not judged satisfactory:

9 (i) Level 1; or

10 (ii) Level 2 if the classroom teacher is a continuing contract
11 employee under RCW 28A.405.210 with more than five years of teaching
12 experience and if the level 2 comprehensive (~~summative evaluation~~)
13 performance rating has been received for two consecutive years or for
14 two years within a consecutive three-year time period.

15 (b) During the period of probation, the employee may not be
16 transferred from the supervision of the original evaluator.
17 Improvement of performance or probable cause for nonrenewal must
18 occur and be documented by the original evaluator before any
19 consideration of a request for transfer or reassignment as
20 contemplated by either the individual or the school district. A
21 probationary period of sixty school days shall be established. Days
22 may be added if deemed necessary to complete a program for
23 improvement and evaluate the probationer's performance, as long as
24 the probationary period is concluded before May 15th of the same
25 school year. The probationary period may be extended into the
26 following school year if the probationer has five or more years of
27 teaching experience and has a comprehensive (~~summative evaluation~~)
28 performance rating as of May 15th of less than level 2. The
29 establishment of a probationary period does not adversely affect the
30 contract status of an employee within the meaning of RCW 28A.405.300.
31 The purpose of the probationary period is to give the employee
32 opportunity to demonstrate improvements in his or her areas of
33 deficiency. The establishment of the probationary period and the
34 giving of the notice to the employee of deficiency shall be by the
35 school district superintendent and need not be submitted to the board
36 of directors for approval. During the probationary period the
37 evaluator shall meet with the employee at least twice monthly to
38 supervise and make a written evaluation of the progress, if any, made
39 by the employee. The evaluator may authorize one additional
40 certificated employee to evaluate the probationer and to aid the

1 employee in improving his or her areas of deficiency. Should the
2 evaluator not authorize such additional evaluator, the probationer
3 may request that an additional certificated employee evaluator become
4 part of the probationary process and this request must be implemented
5 by including an additional experienced evaluator assigned by the
6 educational service district in which the school district is located
7 and selected from a list of evaluation specialists compiled by the
8 educational service district. Such additional certificated employee
9 shall be immune from any civil liability that might otherwise be
10 incurred or imposed with regard to the good faith performance of such
11 evaluation. If a procedural error occurs in the implementation of a
12 program for improvement, the error does not invalidate the
13 probationer's plan for improvement or evaluation activities unless
14 the error materially affects the effectiveness of the plan or the
15 ability to evaluate the probationer's performance. The probationer
16 must be removed from probation if he or she has demonstrated
17 improvement to the satisfaction of the evaluator in those areas
18 specifically detailed in his or her initial notice of deficiency and
19 subsequently detailed in his or her program for improvement. A
20 classroom teacher who (~~has been transitioned to the revised~~
21 ~~evaluation system pursuant to the district implementation schedule~~
22 ~~adopted under subsection (7)(c) of this section~~) is required to be
23 on the four-level rating evaluation system must be removed from
24 probation if he or she has demonstrated improvement that results in a
25 new comprehensive (~~summative evaluation~~) performance rating of
26 level 2 or above for a provisional employee or a continuing contract
27 employee with five or fewer years of experience, or of level 3 or
28 above for a continuing contract employee with more than five years of
29 experience. Lack of necessary improvement during the established
30 probationary period, as specifically documented in writing with
31 notification to the probationer constitutes grounds for a finding of
32 probable cause under RCW 28A.405.300 or 28A.405.210.

33 (c) When a continuing contract employee with five or more years
34 of experience receives a comprehensive (~~summative evaluation~~)
35 performance rating below level 2 for two consecutive years, the
36 school district shall, within ten days of the completion of the
37 second (~~summative~~) comprehensive (~~[comprehensive summative]~~)
38 performance evaluation or May 15th, whichever occurs first, implement
39 the employee notification of discharge as provided in RCW
40 28A.405.300.

1 (d) Immediately following the completion of a probationary period
2 that does not produce performance changes detailed in the initial
3 notice of deficiencies and program for improvement, the employee may
4 be removed from his or her assignment and placed into an alternative
5 assignment for the remainder of the school year. In the case of a
6 classroom teacher who ~~((has been transitioned to the revised
7 evaluation system pursuant to the district implementation schedule
8 adopted under subsection (7)(c) of this section))~~ is required to be
9 on the four-level rating evaluation system, the teacher may be
10 removed from his or her assignment and placed into an alternative
11 assignment for the remainder of the school year immediately following
12 the completion of a probationary period that does not result in the
13 required comprehensive ~~((summative evaluation))~~ performance ratings
14 specified in (b) of this subsection. This reassignment may not
15 displace another employee nor may it adversely affect the
16 probationary employee's compensation or benefits for the remainder of
17 the employee's contract year. If such reassignment is not possible,
18 the district may, at its option, place the employee on paid leave for
19 the balance of the contract term.

20 (5) Every board of directors shall establish evaluative criteria
21 and procedures for all superintendents, principals, and other
22 administrators. It shall be the responsibility of the district
23 superintendent or his or her designee to evaluate all administrators.
24 Except as provided in subsection (6) of this section, such evaluation
25 shall be based on the administrative position job description. Such
26 criteria, when applicable, shall include at least the following
27 categories: Knowledge of, experience in, and training in recognizing
28 good professional performance, capabilities and development; school
29 administration and management; school finance; professional
30 preparation and scholarship; effort toward improvement when needed;
31 interest in pupils, employees, patrons and subjects taught in school;
32 leadership; and ability and performance of evaluation of school
33 personnel.

34 (6) (a) ~~((Pursuant to the implementation schedule established by
35 subsection (7)(b) of this section,))~~ Every board of directors shall
36 establish ((revised)) evaluative criteria and a four-level rating
37 system for principals.

38 (b) The minimum criteria shall include: (i) Creating a school
39 culture that promotes the ongoing improvement of learning and
40 teaching for students and staff; (ii) demonstrating commitment to

1 closing the achievement gap; (iii) providing for school safety; (iv)
2 leading the development, implementation, and evaluation of a data-
3 driven plan for increasing student achievement, including the use of
4 multiple student data elements; (v) assisting instructional staff
5 with alignment of curriculum, instruction, and assessment with state
6 and local district learning goals; (vi) monitoring, assisting, and
7 evaluating effective instruction and assessment practices; (vii)
8 managing both staff and fiscal resources to support student
9 achievement and legal responsibilities; and (viii) partnering with
10 the school community to promote student learning. Student growth data
11 must be a substantial factor in evaluating the ~~((summative))~~
12 performance of the principal for at least three of the evaluation
13 criteria listed in this subsection.

14 (c) The four-level rating system used to evaluate the principal
15 must describe performance along a continuum that indicates the extent
16 to which the criteria have been met or exceeded. The ~~((summative))~~
17 performance ratings shall be as follows: Level 1 - unsatisfactory;
18 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A
19 principal shall receive one of the four ~~((summative))~~ performance
20 ratings for each of the minimum criteria in (b) of this subsection
21 and one of the four ~~((summative))~~ performance ratings for the
22 evaluation as a whole, which shall be the comprehensive ~~((summative~~
23 ~~evaluation))~~ performance rating.

24 (d) ~~((By December 1, 2012,))~~ The superintendent of public
25 instruction shall adopt rules that provide descriptors for each of
26 the ~~((summative))~~ performance ratings, ~~((based on the development~~
27 ~~work of pilot school districts under subsection (7) of this section.~~
28 ~~Any subsequent changes to the descriptors by the superintendent may~~
29 ~~only be))~~ with updates to the rules made following consultation with
30 ~~((a group broadly reflective of the parties represented))~~ the
31 steering committee described in subsection (7)(a)(i) of this section.

32 (e) ~~((By September 1, 2012,))~~ The superintendent of public
33 instruction shall identify up to three preferred leadership
34 frameworks that support the ~~((revised))~~ four-level rating evaluation
35 system. The leadership frameworks shall be research-based and
36 establish definitions or rubrics for each of the four performance
37 ratings for each evaluation criteria. Each school district shall
38 adopt one of the preferred leadership frameworks and post the
39 selection on the district's web site. The superintendent of public
40 instruction shall establish a process for approving minor

1 modifications or adaptations to a preferred leadership framework that
2 may be proposed by a school district.

3 (f) Student growth data that is relevant to the principal must be
4 a factor in the evaluation process and must be based on multiple
5 measures that can include classroom-based, school-based, district-
6 based, and state-based tools. As used in this subsection, "student
7 growth" means the change in student achievement between two points in
8 time.

9 (g) Input from building staff may also be included in the
10 evaluation process.

11 ~~((For principals who have been transitioned to the revised
12 evaluation system pursuant to the district implementation schedule
13 adopted under subsection (7)(c) of this section,))~~ The following
14 comprehensive ~~((summative evaluation))~~ performance ratings mean a
15 principal's work is not judged satisfactory:

16 (i) Level 1; or

17 (ii) Level 2 if the principal has more than five years of
18 experience in the principal role and if the level 2 comprehensive
19 ~~((summative evaluation))~~ performance rating has been received for two
20 consecutive years or for two years within a consecutive three-year
21 time period.

22 (7) (a) ~~((The superintendent of public instruction, in
23 collaboration with state associations representing teachers,
24 principals, administrators, school board members, and parents, to be
25 known as the steering committee, shall create models for implementing
26 the evaluation system criteria, student growth tools, professional
27 development programs, and evaluator training for certificated
28 classroom teachers and principals. Human resources specialists,
29 professional development experts, and assessment experts must also be
30 consulted. Due to the diversity of teaching assignments and the many
31 developmental levels of students, classroom teachers and principals
32 must be prominently represented in this work. The models must be
33 available for use in the 2011-12 school year.~~

34 ~~(b) A new certificated classroom teacher evaluation system that
35 implements the provisions of subsection (2) of this section and a new
36 principal evaluation system that implements the provisions of
37 subsection (6) of this section shall be phased in beginning with the
38 2010-11 school year by districts identified in (d) of this subsection
39 and implemented in all school districts beginning with the 2013-14
40 school year.~~

1 ~~(c) Each school district board of directors shall adopt a~~
2 ~~schedule for implementation of the revised evaluation systems that~~
3 ~~transitions a portion of classroom teachers and principals in the~~
4 ~~district to the revised evaluation systems each year beginning no~~
5 ~~later than the 2013-14 school year, until all classroom teachers and~~
6 ~~principals are being evaluated under the revised evaluation systems~~
7 ~~no later than the 2015-16 school year. A school district is not~~
8 ~~precluded from completing the transition of all classroom teachers~~
9 ~~and principals to the revised evaluation systems before the 2015-16~~
10 ~~school year. The schedule adopted under this subsection (7)(c) must~~
11 ~~provide that the following employees are transitioned to the revised~~
12 ~~evaluation systems beginning in the 2013-14 school year:~~

13 ~~(i) Classroom teachers who are provisional employees under RCW~~
14 ~~28A.405.220;~~

15 ~~(ii) Classroom teachers who are on probation under subsection (4)~~
16 ~~of this section;~~

17 ~~(iii) Principals in the first three consecutive school years of~~
18 ~~employment as a principal;~~

19 ~~(iv) Principals whose work is not judged satisfactory in their~~
20 ~~most recent evaluation; and~~

21 ~~(v) Principals previously employed as a principal by another~~
22 ~~school district in the state of Washington for three or more~~
23 ~~consecutive school years and in the first full year as a principal in~~
24 ~~the school district.~~

25 ~~(d) A set of school districts shall be selected by the~~
26 ~~superintendent of public instruction to participate in a~~
27 ~~collaborative process resulting in the development and piloting of~~
28 ~~new certificated classroom teacher and principal evaluation systems~~
29 ~~during the 2010-11 and 2011-12 school years. These school districts~~
30 ~~must be selected based on: (i) The agreement of the local~~
31 ~~associations representing classroom teachers and principals to~~
32 ~~collaborate with the district in this developmental work and (ii) the~~
33 ~~agreement to participate in the full range of development and~~
34 ~~implementation activities, including: Development of rubrics for the~~
35 ~~evaluation criteria and ratings in subsections (2) and (6) of this~~
36 ~~section; identification of or development of appropriate multiple~~
37 ~~measures of student growth in subsections (2) and (6) of this~~
38 ~~section; development of appropriate evaluation system forms;~~
39 ~~participation in professional development for principals and~~
40 ~~classroom teachers regarding the content of the new evaluation~~

1 system; participation in evaluator training; and participation in
2 activities to evaluate the effectiveness of the new systems and
3 support programs. The school districts must submit to the office of
4 the superintendent of public instruction data that is used in
5 evaluations and all district-collected student achievement, aptitude,
6 and growth data regardless of whether the data is used in
7 evaluations. If the data is not available electronically, the
8 district may submit it in nonelectronic form. The superintendent of
9 public instruction must analyze the districts' use of student data in
10 evaluations, including examining the extent that student data is not
11 used or is underutilized. The superintendent of public instruction
12 must also consult with participating districts and stakeholders,
13 recommend appropriate changes, and address statewide implementation
14 issues. The superintendent of public instruction shall report
15 evaluation system implementation status, evaluation data, and
16 recommendations to appropriate committees of the legislature and
17 governor by July 1, 2011, and at the conclusion of the development
18 phase by July 1, 2012. In the July 1, 2011, report, the
19 superintendent shall include recommendations for whether a single
20 statewide evaluation model should be adopted, whether modified
21 versions developed by school districts should be subject to state
22 approval, and what the criteria would be for determining if a school
23 district's evaluation model meets or exceeds a statewide model. The
24 report shall also identify challenges posed by requiring a state
25 approval process.

26 (e) (i) The steering committee in subsection (7) (a) of this
27 section and the pilot school districts in subsection (7) (d) of this
28 section shall continue to examine implementation issues and refine
29 tools for the new certificated classroom teacher evaluation system in
30 subsection (2) of this section and the new principal evaluation
31 system in subsection (6) of this section during the 2013-14 through
32 2015-16 implementation phase.

33 (ii) Particular attention shall be given to the following issues:

34 (A) Developing a report for the legislature and governor, due by
35 December 1, 2013, of best practices and recommendations regarding how
36 teacher and principal evaluations and other appropriate elements
37 shall inform school district human resource and personnel practices.
38 The legislature and governor are provided the opportunity to review
39 the report and recommendations during the 2014 legislative session;

1 ~~(B) Taking the new teacher and principal evaluation systems to~~
2 ~~scale and the use of best practices for statewide implementation;~~

3 ~~(C) Providing guidance regarding the use of student growth data~~
4 ~~to assure it is used responsibly and with integrity;~~

5 ~~(D) Refining evaluation system management tools, professional~~
6 ~~development programs, and evaluator training programs with an~~
7 ~~emphasis on developing rater reliability;~~

8 ~~(E) Reviewing emerging research regarding teacher and principal~~
9 ~~evaluation systems and the development and implementation of~~
10 ~~evaluation systems in other states;~~

11 ~~(F) Reviewing the impact that variable demographic~~
12 ~~characteristics of students and schools have on the objectivity,~~
13 ~~reliability, validity, and availability of student growth data; and~~

14 ~~(G) Developing recommendations regarding how teacher evaluations~~
15 ~~could inform state policies regarding the criteria for a teacher to~~
16 ~~obtain continuing contract status under RCW 28A.405.210. In~~
17 ~~developing these recommendations the experiences of school districts~~
18 ~~and teachers during the evaluation transition phase must be~~
19 ~~considered. Recommendations must be reported by July 1, 2016, to the~~
20 ~~legislature and the governor.~~

21 ~~(iii) To support the tasks in (e)(ii) of this subsection, the~~
22 ~~superintendent of public instruction may contract with an independent~~
23 ~~research organization with expertise in educator evaluations and~~
24 ~~knowledge of the revised evaluation systems being implemented under~~
25 ~~this section.~~

26 ~~(iv))~~ (i) The steering committee is composed of the following
27 participants: State associations representing teachers, principals,
28 administrators, school board members, and parents.

29 (ii) The superintendent of public instruction, in collaboration
30 with the steering committee, shall periodically examine
31 implementation issues and refine tools for the teacher and principal
32 four-level rating evaluation systems, including professional learning
33 that addresses issues of equity through the lens of the selected
34 instructional and leadership frameworks.

35 (b) The superintendent of public instruction shall monitor the
36 statewide implementation of ((revised)) teacher and principal four-
37 level rating evaluation systems using data reported under RCW
38 28A.150.230 as well as periodic input from focus groups of
39 administrators, principals, and teachers.

1 (~~(v) The superintendent of public instruction shall submit~~
2 ~~reports detailing findings, emergent issues or trends,~~
3 ~~recommendations from the steering committee, and pilot school~~
4 ~~districts, and other recommendations, to enhance implementation and~~
5 ~~continuous improvement of the revised evaluation systems to~~
6 ~~appropriate committees of the legislature and the governor beginning~~
7 ~~July 1, 2013, and each July 1st thereafter for each year of the~~
8 ~~school district implementation transition period concluding with a~~
9 ~~report on December 1, 2016.))~~

10 (8) (a) Beginning with the 2015-16 school year, evaluation results
11 for certificated classroom teachers and principals must be used as
12 one of multiple factors in making human resource and personnel
13 decisions. Human resource decisions include, but are not limited to:
14 Staff assignment, including the consideration of an agreement to an
15 assignment by an appropriate teacher, principal, and superintendent;
16 and reduction in force. Nothing in this section limits the ability to
17 collectively bargain how the multiple factors shall be used in making
18 human resource or personnel decisions, with the exception that
19 evaluation results must be a factor.

20 (b) The office of the superintendent of public instruction must,
21 in accordance with RCW 43.01.036, report to the legislature and the
22 governor regarding the school district implementation of the
23 provisions of (a) of this subsection by December 1, ~~((2017))~~ 2019,
24 and December 1, 2020.

25 (9) Each certificated classroom teacher and certificated support
26 personnel shall have the opportunity for confidential conferences
27 with his or her immediate supervisor on no less than two occasions in
28 each school year. Such confidential conference shall have as its sole
29 purpose the aiding of the administrator in his or her assessment of
30 the employee's professional performance.

31 (10) The failure of any evaluator to evaluate or supervise or
32 cause the evaluation or supervision of certificated classroom
33 teachers and certificated support personnel or administrators in
34 accordance with this section, as now or hereafter amended, when it is
35 his or her specific assigned or delegated responsibility to do so,
36 shall be sufficient cause for the nonrenewal of any such evaluator's
37 contract under RCW 28A.405.210, or the discharge of such evaluator
38 under RCW 28A.405.300.

39 (11) After a certificated classroom teacher ~~((or))~~ who is not
40 required to be on the four-level rating evaluation system or a

1 certificated support personnel has four years of satisfactory
2 evaluations under subsection (1) of this section, a school district
3 may use a short form of evaluation, a locally bargained evaluation
4 emphasizing professional growth, an evaluation under subsection (1)
5 or (2) of this section, or any combination thereof. The short form of
6 evaluation shall include either a thirty minute observation during
7 the school year with a written summary or a final annual written
8 evaluation based on the criteria in subsection (1) or (2) of this
9 section and based on at least two observation periods during the
10 school year totaling at least sixty minutes without a written summary
11 of such observations being prepared. A locally bargained short-form
12 evaluation emphasizing professional growth must provide that the
13 professional growth activity conducted by the certificated classroom
14 teacher be specifically linked to one or more of the certificated
15 classroom teacher evaluation criteria. However, the evaluation
16 process set forth in subsection (1) or (2) of this section shall be
17 followed at least once every three years unless this time is extended
18 by a local school district under the bargaining process set forth in
19 chapter 41.59 RCW. The employee or evaluator may require that the
20 evaluation process set forth in subsection (1) or (2) of this section
21 be conducted in any given school year. No evaluation other than the
22 evaluation authorized under subsection (1) or (2) of this section may
23 be used as a basis for determining that an employee's work is not
24 satisfactory under subsection (1) or (2) of this section or as
25 probable cause for the nonrenewal of an employee's contract under RCW
26 28A.405.210 unless an evaluation process developed under chapter
27 41.59 RCW determines otherwise. (~~The provisions of this subsection~~
28 ~~apply to certificated classroom teachers only until the teacher has~~
29 ~~been transitioned to the revised evaluation system pursuant to the~~
30 ~~district implementation schedule adopted under subsection (7)(c) of~~
31 ~~this section.~~)

32 (12) (~~All~~) Certificated classroom teachers and principals who
33 (~~have been transitioned to the revised evaluation systems pursuant~~
34 ~~to the district implementation schedule adopted under subsection~~
35 ~~(7)(c) of this section~~) are required to be on the four-level rating
36 evaluation system must receive annual performance evaluations as
37 provided in this subsection(~~(7)~~) (12).

38 (a) (~~All classroom teachers and principals shall receive a~~
39 ~~comprehensive summative evaluation at least once every four years.~~)
40 A comprehensive (~~summative~~) performance evaluation assesses all

1 eight evaluation criteria and all criteria contribute to the
2 comprehensive (~~summative evaluation~~) performance rating. Classroom
3 teachers and principals must receive a comprehensive performance
4 evaluation according to the schedule specified in (b) of this
5 subsection.

6 (b) (i) Except as otherwise provided in this subsection (12)(b),
7 classroom teachers and principals must receive a comprehensive
8 performance evaluation at least once every six years.

9 (~~(b)~~) (ii) The following (~~categories~~) types of classroom
10 teachers and principals (~~shall~~) must receive an annual
11 comprehensive (~~summative~~) performance evaluation:

12 (~~(i)~~) (A) A classroom teacher(~~s~~) who (~~are~~) is a provisional
13 employee(~~s~~) under RCW 28A.405.220;

14 (~~(ii)~~) (B) A principal(~~s~~) in the first three consecutive
15 school years of employment as a principal;

16 (~~(iii)~~) (C) A principal(~~s~~) previously employed as a principal
17 by another school district in the state of Washington for three or
18 more consecutive school years and in the first full year as a
19 principal in the school district; and

20 (~~(iv Any)~~) (D) A classroom teacher or principal who received a
21 comprehensive (~~summative evaluation~~) performance rating of level 1
22 or level 2 in the previous school year.

23 (c) (i) In the years when a comprehensive (~~summative~~)
24 performance evaluation is not required, classroom teachers and
25 principals who received a comprehensive (~~summative evaluation~~)
26 performance rating of level 3 or above in (~~the previous school~~
27 ~~year~~) their previous comprehensive performance evaluation are
28 required to complete a focused performance evaluation. A focused
29 performance evaluation includes an assessment of one of the eight
30 criteria selected for a performance rating plus professional growth
31 activities specifically linked to the selected criteria.

32 (ii) The selected criteria must be approved by the teacher's or
33 principal's evaluator and may have been identified in a previous
34 comprehensive (~~summative~~) performance evaluation as benefiting from
35 additional attention. A group of teachers may focus on the same
36 evaluation criteria and share professional growth activities. A group
37 of principals may focus on the same evaluation criteria and share
38 professional growth activities.

39 (iii) The evaluator must assign a (~~comprehensive summative~~
40 ~~evaluation~~) performance rating for the focused performance

1 evaluation using the methodology adopted by the superintendent of
2 public instruction for the instructional or leadership framework
3 being used.

4 (iv) A teacher or principal may be transferred from a focused
5 performance evaluation to a comprehensive (~~(summative)~~) performance
6 evaluation at the request of the teacher or principal, or at the
7 direction of the teacher's or principal's evaluator.

8 (v) Due to the importance of instructional leadership and
9 assuring rater agreement among evaluators, particularly those
10 evaluating teacher performance, school districts are encouraged to
11 conduct comprehensive (~~(summative)~~) performance evaluations of
12 principals (~~(performance)~~) on an annual basis.

13 (vi) A classroom teacher or principal may apply the focused
14 performance evaluation professional growth activities toward the
15 professional growth plan for (~~(professional)~~) certificate renewal as
16 required by the Washington professional educator standards board.

17 (13) Each school district is encouraged to acknowledge and
18 recognize classroom teachers and principals who have attained level 4
19 - distinguished performance ratings.

20 **Sec. 304.** RCW 28A.410.278 and 2012 c 35 s 4 are each amended to
21 read as follows:

22 REDUCING TRAINING REQUIREMENTS. (1)(~~(a)~~) After August 31, 2013,
23 candidates for a residency principal certificate must have
24 demonstrated knowledge of teacher evaluation research and
25 Washington's evaluation requirements and successfully completed
26 opportunities to practice teacher evaluation skills.

27 (~~(b)~~) (2) At a minimum, principal preparation programs must
28 address the following knowledge and skills related to evaluations
29 under RCW 28A.405.100:

30 (~~(i)~~) (a) Examination of (~~(Washington)~~) teacher and principal
31 evaluation criteria, and (~~(four-tiered-performance)~~) four-level
32 rating evaluation system, and the preferred instructional and
33 leadership frameworks used to describe the evaluation criteria;

34 (~~(ii)~~) (b) Classroom observations;

35 (~~(iii)~~) (c) The use of student growth data and multiple
36 measures of performance;

37 (~~(iv)~~) (d) Evaluation conferencing;

38 (~~(v)~~) (e) Development of classroom teacher and principal
39 support plans resulting from an evaluation; and

1 **Sec. 307.** RCW 41.32.068 and 2016 c 233 s 7 are each amended to
2 read as follows:

3 In addition to the postretirement employment options available in
4 RCW 41.32.802 or 41.32.862, (~~(and only until August 1, 2020,)~~) a
5 teacher in plan 2 or plan 3 who has retired under the alternate early
6 retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) may
7 be employed with an employer for up to eight hundred sixty-seven
8 hours per calendar year without suspension of his or her benefit,
9 provided that: (1) The retired teacher reenters employment more than
10 one calendar month after his or her accrual date and after June 9,
11 2016; (2) (~~{the retired teacher}~~) the retired teacher is employed
12 (~~(exclusively as either a substitute teacher as defined in RCW~~
13 ~~41.32.010(48)(a) in an instructional capacity, as opposed to other~~
14 ~~capacities identified in RCW 41.32.010(49); and (3) the employing~~
15 ~~school district compensates the district's substitute teachers at a~~
16 ~~rate that is at least eighty-five percent of the full daily amount~~
17 ~~allocated by the state to the district for substitute teacher~~
18 ~~compensation)) in a nonadministrative capacity.~~

19 NEW SECTION. **Sec. 308.** A new section is added to chapter 41.35
20 RCW to read as follows:

21 In addition to the postretirement employment options available in
22 RCW 41.35.060, a retiree in the school employees' retirement system
23 plan 2 or plan 3 who has retired under the alternate early retirement
24 provisions of RCW 41.35.420(3)(b) or 41.35.680(3)(b) may be employed
25 with an employer for up to eight hundred sixty-seven hours per
26 calendar year without suspension of his or her benefit, provided
27 that: (1) The retiree reenters employment more than one calendar
28 month after his or her accrual date; and (2) the retiree is employed
29 in a nonadministrative position.

30 NEW SECTION. **Sec. 309.** 2016 c 233 s 19 (uncodified) is
31 repealed.

32 **REPRIMAND CONSIDERATIONS STUDY**

33 NEW SECTION. **Sec. 310.** By December 1, 2020, the office of the
34 superintendent of public instruction and the Washington professional
35 educator standards board shall jointly report to the education
36 committees of the legislature regarding the effect that discipline

1 issued against professional educator certificates under RCW
2 28A.410.090 has on the recruitment and retention of educators in
3 Washington state. The report must include at least the following:

4 (1) A comparison of the laws governing educator certificate
5 discipline to the uniform disciplinary act, chapter 18.130 RCW;

6 (2) Recommendations regarding alternative forms of discipline
7 that may be imposed on certificates of professional educators,
8 including probation, the payment of a fine, and corrective action;

9 (3) Recommendations regarding the improvement of the
10 administration of professional educator certificate discipline in
11 Washington; and

12 (4) A recommendation regarding whether the Washington
13 professional educator standards board should be authorized to
14 establish a process for review and expungement of reprimands issued
15 against educator certifications.

16 NEW SECTION. **Sec. 311.** A new section is added to chapter
17 28A.400 RCW to read as follows:

18 A school district employment application may not include a
19 question asking whether the applicant has ever been placed on
20 administrative leave.

21 **PART IV**
22 **STRENGTHENING AND SUPPORTING PROFESSIONAL**
23 **PATHWAYS FOR EDUCATORS—THE COLLABORATIVE**

24 NEW SECTION. **Sec. 401.** FINDINGS—INTENT. (1) The legislature
25 finds that additional time and resources are necessary to establish a
26 comprehensive and coordinated long-term vision that addresses
27 Washington's demands for an excellent, effective educator workforce.
28 The legislature recognizes that such an undertaking requires focused
29 efforts to develop meaningful policy options to expand the current
30 and future workforce supply.

31 (2) Therefore, the legislature intends to establish a
32 professional educator collaborative, including a variety of
33 stakeholders, to make recommendations on how to improve and
34 strengthen state policies, programs, and pathways that lead to highly
35 effective educators at each level of the public common school system.

1 NEW SECTION. **Sec. 402.** A new section is added to chapter
2 28A.410 RCW to read as follows:

3 THE COLLABORATIVE. (1) For the purpose of this section,
4 "educator" means a paraeducator, teacher, principal, administrator,
5 superintendent, school counselor, school psychologist, school social
6 worker, school nurse, school physical therapist, school occupational
7 therapist, or school speech-language pathologist or audiologist.
8 "Educator" includes persons who hold, or have held, certificates as
9 authorized by rule of the Washington professional educator standards
10 board.

11 (2) (a) The professional educator collaborative is established to
12 make recommendations on how to improve and strengthen state policies,
13 programs, and pathways that lead to highly effective educators at
14 each level of the public school system.

15 (b) The collaborative shall examine issues related to educator
16 recruitment, certification, retention, professional learning and
17 development, leadership, and evaluation for effectiveness. The
18 examination must consider what barriers and deterrents hinder the
19 recruitment and retention of professional educators, including those
20 from underrepresented populations. The collaborative shall also
21 consider what incentives and supports could be provided at each stage
22 of an educator's career to produce a more effective educational
23 system. Specifically, the collaborative must review the following
24 issues:

25 (i) Educator recruitment, including the role of school districts,
26 community and technical colleges, preparation programs, and
27 communities, and the efficacy of financial incentives and other types
28 of support on recruitment;

29 (ii) Educator preparation, including traditional and alternative
30 route program design and content, the role of community and technical
31 colleges, field experience duration and quality, the efficacy of
32 financial assistance and incentives, such as apprenticeship models or
33 other methods of providing compensation to working candidates, on
34 program completion, school district and community connections, and
35 the need for and efficacy of academic and social support for
36 students;

37 (iii) Educator certificate types and tiers, including
38 requirements for an initial or first-tier certificate, requirements
39 for advanced certificates, and requirements that are transferable
40 between certificate types;

1 (iv) Educator certificate renewal requirements, including
2 comparing professional growth plan requirements with the teacher and
3 principal residency certificate renewal requirements established in
4 RCW 28A.410.251;

5 (v) Educator evaluation, including comparison to educator
6 certificate renewal requirements to determine inconsistent or
7 duplicative requirements or efforts, implementation issues and tool
8 refinement, and relationship with educator compensation;

9 (vi) Educator certificate reciprocity;

10 (vii) Professional learning and development opportunities,
11 particularly for mid-career teachers;

12 (viii) Leadership in the education system, including best
13 practices of high quality leaders, training for principals and
14 administrators, and identifying and developing teachers as leaders;
15 and

16 (ix) Systems monitoring, including collection of outcomes data on
17 educator production, employment, and retention, and the value in a
18 cost-benefit analysis of state recruitment and retention activities.

19 (3) (a) The members of the collaborative must include
20 representatives of the following organizations:

21 (i) The two largest caucuses of the senate and the house of
22 representatives, appointed by the president of the senate and the
23 speaker of the house of representatives, respectively;

24 (ii) The Washington professional educator standards board;

25 (iii) The office of the superintendent of public instruction;

26 (iv) The Washington association of colleges for teacher
27 education;

28 (v) The Washington state school directors' association;

29 (vi) The Washington education association;

30 (vii) The Washington association of school administrators;

31 (viii) The association of Washington school principals; and

32 (ix) The association of Washington school counselors.

33 (b) Each organization listed in (a) of this subsection must
34 designate one voting member, except that each legislator is a voting
35 member.

36 (c) The collaborative shall choose its chair or cochairs from
37 among its members.

38 (d) The voting members of the collaborative, where appropriate,
39 may consult with stakeholders, including representatives of other
40 educator associations, or ask stakeholders to establish an advisory

1 committee. Members of such an advisory committee are not entitled to
2 expense reimbursement.

3 (e) The voting members of the collaborative must consult with the
4 student achievement council's office of student financial assistance
5 on issues related to financial incentives, assistance, and supports.

6 (4) (a) Staff support for the collaborative must be provided by
7 the Washington professional educator standards board, and from other
8 state agencies, including the office of the superintendent of public
9 instruction, if requested by the collaborative.

10 (b) The Washington professional educator standards board must
11 convene the initial meeting of the collaborative within sixty days of
12 the effective date of this section.

13 (5) The collaborative must contract with a nonprofit, nonpartisan
14 institute that conducts independent, high quality research to improve
15 education policy and practice and that works with policymakers,
16 researchers, educators, and others to advance evidence-based policies
17 that support equitable learning for each child for the purpose of
18 consultation and guidance on meeting agendas and materials
19 development, meeting facilitation, documenting collaborative
20 discussions and recommendations, locating and summarizing useful
21 policy and research documents, and drafting required reports.

22 (6) Legislative members of the collaborative are reimbursed for
23 travel expenses in accordance with RCW 44.04.120. Nonlegislative
24 members are not entitled to be reimbursed for travel expenses if they
25 are elected officials or are participating on behalf of an employer,
26 governmental entity, or other organization. Any reimbursement for
27 other nonlegislative members is subject to chapter 43.03 RCW.

28 (7) (a) By November 1, 2020, and in compliance with RCW 43.01.036,
29 the collaborative shall submit a preliminary report to the education
30 committees of the legislature that makes recommendations on the
31 educator certificate types, tiers, and renewal issues described in
32 subsection (2) of this section. The report must also describe the
33 activities of the collaborative to date, and include any preliminary
34 recommendations agreed to by the collaborative on other issues
35 described in subsection (2) of this section.

36 (b) By November 1, 2021, and in compliance with RCW 43.01.036,
37 the collaborative shall submit a final report to the education
38 committees of the legislature that describes the activities of the
39 collaborative since the preliminary report and makes recommendations
40 on each issue described in subsection (2) of this section, including

1 the fiscal implications of each recommendation at the state and local
2 level. The report must also describe the expected efficiencies
3 achieved by implementing the recommended comprehensive and
4 coordinated system.

5 (8) This section expires July 1, 2022.

6 NEW SECTION. **Sec. 403.** This act is necessary for the immediate
7 preservation of the public peace, health, or safety, or support of
8 the state government and its existing public institutions, and takes
9 effect immediately.

10 NEW SECTION. **Sec. 404.** If specific funding for the purposes of
11 this act, referencing this act by bill or chapter number, is not
12 provided by June 30, 2019, in the omnibus appropriations act, this
13 act is null and void.

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