

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 5695

Chapter 158, Laws of 2001

57th Legislature
2001 Regular Session

TEACHER CERTIFICATION--ALTERNATIVE ROUTES

EFFECTIVE DATE: 7/22/01

Passed by the Senate April 19, 2001
YEAS 48 NAYS 0

BRAD OWEN
President of the Senate

Passed by the House April 18, 2001
YEAS 75 NAYS 14

FRANK CHOPP
**Speaker of the
House of Representatives**

CLYDE BALLARD
**Speaker of the
House of Representatives**

Approved May 3, 2001

GARY F. LOCKE
Governor of the State of Washington

CERTIFICATE

I, Tony M. Cook, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 5695** as passed by the Senate and the House of Representatives on the dates hereon set forth.

TONY M. COOK
Secretary

FILED

May 3, 2001 - 2:45 p.m.

**Secretary of State
State of Washington**

ENGROSSED SECOND SUBSTITUTE SENATE BILL 5695

AS AMENDED BY THE HOUSE

Passed Legislature - 2001 Regular Session

State of Washington

57th Legislature

2001 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators Eide, Finkbeiner, McAuliffe, Franklin, Hewitt, Rasmussen, Johnson, Shin, Patterson, Oke, Winsley and Kohl-Welles; by request of Governor Locke and Superintendent of Public Instruction)

READ FIRST TIME 03/08/01.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15 (i) A minimum of one-half of a school year, and an additional
16 significant amount of time if necessary, of intensive mentorship,
17 starting with full-time mentoring and progressing to increasingly less
18 intensive monitoring and assistance as the intern demonstrates the
19 skills necessary to take over the classroom with less intensive
20 support. For route one and two candidates, before the supervision is
21 diminished, the mentor of the teacher candidate at the school and the
22 supervisor of the teacher candidate from the higher education teacher
23 preparation program must both agree that the teacher candidate is ready
24 to manage the classroom with less intensive supervision. For route
25 three candidates, the mentor of the teacher candidate shall make the
26 decision;

27 (ii) Identification of performance indicators based on the
28 knowledge and skills standards required for residency certification by
29 the state board of education;

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

32 (iv) A description of strategies for assessing candidate
33 performance on the benchmarks;

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

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

1 (2) Districts may apply for program funds to pay stipends to both
2 mentor teachers and interns during their mentored internship. For both
3 intern stipends and accompanying mentor stipends, the per intern
4 district request for funds may not exceed the amount designated by the
5 BA+0 cell on the statewide teacher salary allocation schedule. This
6 amount shall be prorated for internships and mentorships that last less
7 than a full school year. Interns in the program for a full year shall
8 be provided a stipend of at least eighty percent of the amount
9 generated by the BA+0 cell on the statewide teacher salary allocation
10 schedule. This amount shall be prorated for internships that last less
11 than a full school year.

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

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

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

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

24 (d) Any demonstrated district and in-kind contributions to the
25 program.

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

29 (3) Funds appropriated for the partnership grant program in this
30 chapter shall be administered by the office of the superintendent of
31 public instruction.

32 NEW SECTION. **Sec. 5.** Partnership grants funded under this chapter
33 shall operate one to three specific route programs. Successful
34 completion of the program shall make a candidate eligible for residency
35 teacher certification. For route one and two candidates, the mentor of
36 the teacher candidate at the school and the supervisor of the teacher
37 candidate from the higher education teacher preparation program must

1 both agree that the teacher candidate has successfully completed the
2 program. For route three candidates, the mentor of the teacher
3 candidate shall make the determination that the candidate has
4 successfully completed the program.

5 (1) Partnership grant programs seeking funds to operate route one
6 programs shall enroll currently employed classified instructional
7 employees with transferable associate degrees seeking residency teacher
8 certification with endorsements in special education, bilingual
9 education, or English as a second language. It is anticipated that
10 candidates enrolled in this route will complete both their
11 baccalaureate degree and requirements for residency certification in
12 two years or less, including a mentored internship to be completed in
13 the final year. In addition, partnership programs shall uphold entry
14 requirements for candidates that include:

15 (a) District or building validation of qualifications, including
16 three years of successful student interaction and leadership as a
17 classified instructional employee;

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

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

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

33 (a) District or building validation of qualifications, including
34 three years of successful student interaction and leadership as
35 classified staff;

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

1 (c) Successful completion of the content test, once the state
2 content test is available;

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

5 (e) Successful passage of the statewide basic skills exam, when
6 available.

7 (3) Partnership grant programs seeking funds to operate route three
8 programs shall enroll individuals with baccalaureate degrees, who are
9 not employed in the district at the time of application, or who hold
10 emergency substitute certificates. When selecting candidates for
11 certification through route three, districts shall give priority to
12 individuals who are seeking residency teacher certification in subject
13 matter shortage areas or shortages due to geographic locations. For
14 route three only, the districts may include additional candidates in
15 nonshortage subject areas if the candidates are seeking endorsements
16 with a secondary grade level designation as defined by rule by the
17 state board of education. The districts shall disclose to candidates
18 in nonshortage subject areas available information on the demand in
19 those subject areas. Cohorts of candidates for this route shall attend
20 an intensive summer teaching academy, followed by a full year employed
21 by a district in a mentored internship, followed, if necessary, by a
22 second summer teaching academy. In addition, partnership programs
23 shall uphold entry requirements for candidates that include:

24 (a) Five years' experience in the work force;

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

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

30 (d) External validation of qualifications, including demonstrated
31 successful experience with students or children, such as references
32 letters and letters of support from previous employers;

33 (e) Meeting the age, good moral character, and personal fitness
34 requirements adopted by rule for teachers; and

35 (f) Successful passage of statewide basic skills exams, when
36 available.

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

1 (1) The program shall be administered by the higher education
2 coordinating board. In administering the program, the higher education
3 coordinating board has the following powers and duties:

4 (a) To adopt necessary rules and develop guidelines to administer
5 the program;

6 (b) To collect and manage repayments from participants who do not
7 meet their service obligations; and

8 (c) To accept grants and donations from public and private sources
9 for the program.

10 (2) Participation in the alternative route conditional scholarship
11 program is limited to classified staff in routes one and two of the
12 partnership grant programs under section 5 of this act. The Washington
13 professional educator standards board shall select classified staff to
14 receive conditional scholarships.

15 (3) In order to receive conditional scholarship awards, recipients
16 shall be accepted and maintain enrollment in alternative certification
17 routes through the partnership grant program, as provided in section 5
18 of this act. Recipients must continue to make satisfactory progress
19 towards completion of the alternative route certification program and
20 receipt of a residency teaching certificate.

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

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

35 (6) To the extent funds are appropriated for this specific purpose,
36 the annual amount of the scholarship is the annual cost of tuition for
37 the alternative route certification program in which the recipient is
38 enrolled, not to exceed four thousand dollars. The board may adjust
39 the annual award by the average rate of resident undergraduate tuition

1 and fee increases at the state universities as defined in RCW
2 28B.10.016.

3 (7) The higher education coordinating board may deposit all
4 appropriations, collections, and any other funds received for the
5 program in this chapter in the student loan account authorized in RCW
6 28B.102.060.

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

8 NEW SECTION. **Sec. 8.** The Washington state institute for public
9 policy shall submit to the education and fiscal committees of the
10 legislature, the governor, the state board of education, and the
11 Washington professional educator standards board, an interim evaluation
12 of partnership grant programs funded under this chapter by December 1,
13 2002, and a final evaluation by December 1, 2004. If specific funding
14 for the purposes of this section, referencing this section and this act
15 by bill or chapter number, is not provided by June 30, 2001, in the
16 omnibus appropriations act, this section is null and void.

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

19 NEW SECTION. **Sec. 10.** School districts or approved private
20 schools' ability to employ personnel under certification for emergency
21 or temporary, substitute, or provisional duty as authorized by chapter
22 28A.410 RCW are not affected by the provisions of this act.

Passed the Senate April 19, 2001.

Passed the House April 18, 2001.

Approved by the Governor May 3, 2001.

Filed in Office of Secretary of State May 3, 2001.