
SENATE BILL 5807

State of Washington

64th Legislature

2015 Regular Session

By Senators Litzow and Dammeier

Read first time 02/03/15. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to targeted professional development for
2 educators; amending RCW 28A.415.350 and 28A.415.360; and creating a
3 new section.

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

5 NEW SECTION. **Sec. 1.** The legislature finds that extensive
6 research has demonstrated that teacher quality is the most
7 significant in-school factor impacting student outcomes. The
8 legislature recognizes that one of the most positive strategies to
9 improve student achievement is to address teacher effectiveness
10 statewide so that all students have access to highly effective
11 teachers. The legislature further finds that the Washington state
12 institute for public policy conducted a meta-analysis to evaluate
13 educator professional development and reported that targeted
14 professional development focusing on improving teaching in a
15 particular content area or a particular grade has a greater impact on
16 positive student outcomes than just providing more time and funding
17 for professional development without directing how those resources
18 are used.

19 The legislature intends to strategically invest in targeted
20 professional development to build systemic capacity across Washington
21 state to implement with fidelity the recent revisions to the teacher

1 and principal evaluations and the newly adopted essential academic
2 learning requirements in language arts and mathematics and to support
3 educators through these transitions. The legislature further intends
4 to provide funding sufficient to provide two days outside of the
5 required one hundred eighty day school year for teachers and
6 principals to receive this targeted professional development.

7 **Sec. 2.** RCW 28A.415.350 and 2009 c 539 s 4 are each amended to
8 read as follows:

9 Subject to the availability of amounts appropriated for this
10 purpose, the office of the superintendent of public instruction
11 shall:

12 (1) Create partnerships with the educational service districts or
13 public or private institutions of higher education with approved
14 educator preparation programs to develop and deliver professional
15 development learning opportunities for educators that fulfill the
16 goals and address the activities described in (~~sections 3 through 6~~
17 ~~of this act and~~) RCW 28A.415.360. The partnerships shall:

18 (a) Support school districts by providing professional
19 development leadership, courses, and consultation services to school
20 districts in their implementation of professional development
21 activities, including the activities described in (~~sections 3~~
22 ~~through 6 of this act and~~) RCW 28A.415.360; and

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

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

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

33 (b) Characteristics and qualifications of professional
34 development staff supported by the program;

35 (c) Methods to ensure consistent delivery of professional
36 development services; and

37 (d) Reporting responsibilities related to services provided,
38 program participation, outcomes, and recommendations for service
39 improvement.

1 **Sec. 3.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended to
2 read as follows:

3 (1) Subject to funds appropriated for this purpose, targeted
4 professional development programs(~~(, to be known as learning~~
5 ~~improvement days,~~) are authorized to further the development of
6 outstanding (~~mathematics, science, and reading~~) teaching and
7 learning opportunities in the state of Washington and to close the
8 opportunity gap. The intent of this section is to provide guidance
9 for the (~~learning improvement days in the omnibus appropriations~~
10 ~~act~~) targeted professional development provided in accordance with
11 this section. The (~~learning improvement days~~) targeted professional
12 development authorized in this section shall not be considered part
13 of the definition of basic education.

14 (2) If funding is provided under subsection (1) of this section,
15 a school district is eligible to receive funding (~~for learning~~
16 ~~improvement days that are~~) sufficient to provide for two
17 professional development days outside of the required one hundred
18 eighty day school year for teachers and principals. The professional
19 development should entail structured practice, implementation,
20 observation, reflection, and a feedback cycle. School districts must
21 involve teachers in the planning for professional development and the
22 feedback loop. The professional development should be job-embedded
23 and differentiated based on instructional challenges.

24 (3) The professional development days funded under this section
25 shall be limited to specific activities related to the teacher and
26 principal evaluations or to improve student learning (~~that~~
27 ~~contribute to~~) of the essential academic learning requirements and
28 to close the achievement gap. The targeted professional development
29 must contribute to at least one of the following outcomes:

30 (a) Provision of meaningful, targeted professional development
31 for all teachers (~~in mathematics, science, or reading~~) and
32 principals to increase understanding of the revised teacher and
33 principal evaluations, including at a minimum:

34 (i) Examination of the instructional framework;

35 (ii) The relationship of the state criteria and rubrics to the
36 instructional framework;

37 (iii) The use of multiple measures;

38 (iv) The relationship between the teacher and principal
39 evaluation systems; and

1 (v) Other topics necessary for the successful implementation of
2 the teacher and principal evaluation system;

3 (b) Increased knowledge and instructional skill of the essential
4 academic learning requirements for mathematics, science, or
5 ~~((reading))~~ English language arts teachers;

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

9 (d) Skillful guidance for students participating in alternative
10 assessment activities;

11 (e) Increased rigor of course offerings especially in
12 mathematics, science, and ~~((reading))~~ English language arts;

13 (f) Increased student opportunities for focused, applied
14 mathematics and science classes;

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

16 (h) Increased student appreciation of the value and uses of
17 mathematics, science, and ~~((reading))~~ English language arts knowledge
18 and exploration of related careers.

19 ~~((+3))~~ (4) School districts receiving resources under this
20 section shall submit reports to the superintendent of public
21 instruction documenting how the use of the funds contributes to
22 measurable improvement in the outcomes described under subsection
23 ~~((+2))~~ (3) of this section; and how other professional development
24 resources and programs authorized in statute or in the omnibus
25 appropriations act contribute to the expected outcomes. The
26 superintendent of public instruction and the office of financial
27 management shall collaborate on required report content and format.

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