

**E4SHB 1827** - S COMM AMD

By Committee on Early Learning & K-12 Education

1 Strike everything after the enacting clause and insert the  
2 following:

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

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

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

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

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



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

4 (a) Serving as a liaison between local school districts and  
5 educator preparation programs, between their region and other regions  
6 in the state, and between the local school districts and agencies  
7 that may be helpful in educator recruitment efforts, including the  
8 office of the superintendent of public instruction, the Washington  
9 professional educator standards board, the paraeducator board, the  
10 student achievement council, the state board for community and  
11 technical colleges, the state department of veterans affairs, the  
12 state military department, and the workforce training and education  
13 coordinating board;

14 (b) Encouraging and supporting local school districts to develop  
15 or expand a recruiting Washington teachers program under RCW  
16 28A.415.370, a career and technical education careers in education  
17 program, or an alternative route teacher certification program under  
18 chapter 28A.660 RCW;

19 (c) Providing outreach to community members who may be interested  
20 in becoming educators, including high school and college students,  
21 subject matter experts, and former military personnel and their  
22 spouses;

23 (d) Supporting persons interested in becoming educators by  
24 providing resources and assistance with navigating transition points  
25 on the path to a career in education; and

26 (e) Providing resources and technical assistance to local school  
27 districts on best hiring processes and practices.

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

31 (4)(a) The professional educator standards board must administer  
32 the regional educator recruitment program. In administering the  
33 program and providing any associated grants, the office must  
34 prioritize grants to educational service districts whose school  
35 districts have the least access to alternative route teacher  
36 certification programs.

37 (b) Beginning September 1, 2018, the educational service  
38 districts in the program must employ a person with the duties and  
39 characteristics specified in subsections (2) and (3) of this section.  
40 The educational service districts in the program must collaborate

1 with the office of the superintendent of public instruction and the  
2 Washington association of educational service districts to prepare  
3 the report required in (c) of this subsection.

4 (c) By December 1, 2020, and in compliance with RCW 43.01.036,  
5 the office of the superintendent of public instruction, in  
6 collaboration with the Washington association of educational service  
7 districts, must evaluate the program and submit a report to the  
8 appropriate committees of the legislature. At a minimum, the report  
9 must: Summarize the activities of the educational service districts  
10 in the program with regards to educator recruitment, including the  
11 activities described in subsection (2) of this section, in comparison  
12 to the educator recruitment activities of the educational service  
13 districts not participating in the program; include any outcomes data  
14 that is available; and recommend whether the program should be  
15 expanded to all educational service districts or discontinued.

## 16 STUDENTS

17 **Sec. 103.** RCW 28A.415.370 and 2007 c 402 s 10 are each amended  
18 to read as follows:

19 HIGH SCHOOL STUDENTS—THROUGH THE RECRUITING WASHINGTON TEACHERS  
20 PROGRAM. (1)(a) The recruiting Washington teachers program is  
21 established to recruit and provide training and support for high  
22 school students to enter the teaching profession, especially in  
23 teacher shortage areas (~~and among underrepresented groups and~~  
24 ~~multilingual, multicultural students~~). The program must focus on,  
25 but not be limited to, multilingual, multicultural students and  
26 students from underrepresented groups. The program shall be  
27 administered by the Washington professional educator standards board.

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

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

31 (a) Targeted recruitment of diverse high school students(~~(7)~~)  
32 including, but not limited to, students from underrepresented groups  
33 and multilingual, multicultural students in grades nine through  
34 twelve, through outreach and communication strategies. The focus of  
35 recruitment efforts shall be on encouraging students to consider and  
36 explore (~~becoming future teachers in mathematics, science, bilingual~~  
37 ~~education, special education, and English as a second language.~~  
38 ~~Program enrollment is not limited to students from underrepresented~~

1 ~~groups or multilingual, multicultural students))~~ careers in  
2 education;

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

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

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

22 (3) As part of its administration of the program, the Washington  
23 professional educator standards board shall:

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

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

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

1 make other recommendations to teacher preparation programs or the  
2 legislature.

### 3 CAREER CHANGERS

4 **Sec. 104.** RCW 28A.660.020 and 2017 c 14 s 1 are each amended to  
5 read as follows:

6 SUBJECT MATTER EXPERTS—THROUGH ALTERNATIVE ROUTES. (1)(a) The  
7 Washington professional educator standards board shall transition the  
8 alternative route partnership grant program from a separate  
9 competitive grant program to a preparation program model to be  
10 expanded among approved preparation program providers.

11 (b) Alternative routes are partnerships between Washington  
12 professional educator standards board-approved preparation programs,  
13 Washington school districts, and other partners as appropriate.  
14 Program design of alternative route programs shall continue to evolve  
15 over time to reflect innovations and improvements in educator  
16 preparation.

17 (c) The Washington professional educator standards board must  
18 construct rules that address the competitive grant process and  
19 program design.

20 (2) As provided in RCW 28A.410.210, it is the duty of the  
21 Washington professional educator standards board to establish  
22 policies for the approval of nontraditional preparation programs and  
23 to provide oversight and accountability related to the quality of  
24 these programs. In establishing and amending rules for alternative  
25 route programs, the Washington professional educator standards board  
26 shall:

27 (a) Uphold criteria for alternative route program design that is  
28 innovative and reflects evidence-based practice;

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

33 (c) Amend or adopt rules issuing preservice residents  
34 certification necessary to serve as substitute teachers in classrooms  
35 within the residency school for up to ten days per school year;

36 (d) (~~Continue to~~) Prioritize program designs tailored to the  
37 needs of experienced paraeducators and candidates of high academic  
38 attainment in, or with occupational industry experience relevant to,

1 the subject area they intend to teach. In doing so the program  
2 designs must take into account school district demand for certain  
3 teacher credentials;

4 (e) Expand access and opportunity for individuals to become  
5 teachers statewide; and

6 (f) Give preference in admissions to applicants for alternative  
7 route programs who are eligible veterans or national guard members  
8 and who meet the entry requirements for the alternative route  
9 program.

10 (3) Beginning December 1, 2017, and by December 1st each (~~odd-~~  
11 ~~numbered~~) even-numbered year thereafter, the Washington professional  
12 educator standards board shall report to the education committees of  
13 the house of representatives and the senate the following outcomes as  
14 indicators that alternative route programs are meeting legislative  
15 intent through the regulation and oversight of the Washington  
16 professional educator standards board. In considering administrative  
17 rules for, and reporting outcomes of, alternative route programs, the  
18 Washington professional educator standards board shall examine the  
19 historical record of the data, reporting on:

20 (a) The number and percentage of alternative route completers  
21 hired;

22 (b) The percentage of alternative route completers from  
23 underrepresented populations;

24 (c) Three-year and five-year retention rates of alternative route  
25 completers;

26 (d) The average hiring dates of alternative route completers; and

27 (e) The percentage of alternative route completers hired in  
28 districts where their alternative route program was completed.

29 (4) (~~To the extent funds are appropriated for this purpose,~~)  
30 Alternative route programs may apply for program funds to pay  
31 stipends to trained mentor teachers of interns during the mentored  
32 internship. The per intern amount of mentor stipend provided by state  
33 funds shall not exceed five hundred dollars.

34 **Sec. 105.** RCW 28A.660.035 and 2017 c 14 s 2 are each amended to  
35 read as follows:

36 COMMUNITY MEMBERS—THROUGH ALTERNATIVE ROUTES. The office of the  
37 superintendent of public instruction shall identify school districts  
38 that have the most significant achievement gaps among subgroups of  
39 students and for large numbers of those students, and districts that

1 should receive priority for assistance in advancing cultural  
2 competency skills in their workforce. The Washington professional  
3 educator standards board shall provide assistance to the identified  
4 school districts to develop partnership (~~(grant)~~) programs between  
5 the districts and teacher preparation programs to provide alternative  
6 route programs under RCW 28A.660.020 and to recruit paraeducators and  
7 other (~~(individuals)~~) persons in the local community to become  
8 (~~(certified)~~) certificated as teachers. An alternative route  
9 partnership program proposed by an identified school district shall  
10 receive priority eligibility for partnership grants under RCW  
11 28A.660.020. To the maximum extent possible, the board shall  
12 coordinate the recruiting Washington teachers program under RCW  
13 28A.415.370 with the alternative route partnership programs under  
14 this section.

15 NEW SECTION. **Sec. 106.** MILITARY PERSONNEL AND THEIR SPOUSES—  
16 REVIEW BARRIERS TO RECRUITMENT. (1) The Washington professional  
17 educator standards board shall convene a work group to examine and  
18 make recommendations on recruitment of military personnel and their  
19 spouses into educator positions within the school districts. For the  
20 purpose of this section, "educator" means a paraeducator, teacher,  
21 principal, administrator, superintendent, school counselor, school  
22 psychologist, school social worker, school nurse, school physical  
23 therapist, school occupational therapist, or school speech-language  
24 pathologist or audiologist.

25 (2) The members of the work group must include representatives  
26 from the office of the superintendent of public instruction, the  
27 state department of veterans affairs, the state military department,  
28 educator preparation programs, and state educator associations, and a  
29 superintendent from a school district in the vicinity of a military  
30 installation.

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

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

36 (5) By December 1, 2018, and in compliance with RCW 43.01.036,  
37 the work group shall report its findings and recommendations to the  
38 appropriate committees of the legislature.

39 (6) This section expires June 30, 2019.



1        NEW SECTION.     **Sec. 107.**     A new section is added to chapter  
2 28A.630 RCW to read as follows:

3            EDUCATIONAL SERVICE DISTRICT ALTERNATIVE ROUTE PILOT PROGRAM.

4     (1)(a) The professional educator standards board shall distribute  
5 grants to an educational service district that volunteers to pilot an  
6 alternative route teacher certification program, under chapter  
7 28A.660 RCW. The purpose of the grant is to provide financial  
8 assistance to teacher candidates enrolled in the educational service  
9 district's alternative route teacher certification program with the  
10 intent to pursue an initial teacher certificate. The board must  
11 provide a grant sufficient to provide eight thousand dollars of  
12 financial assistance to thirty teacher candidates in the 2018-19  
13 school year and to forty teacher candidates in the 2019-20 school  
14 year.

15        (b) In piloting the program, the educational service district  
16 must:

17            (i) Engage retired or practicing teachers and administrators who  
18 are knowledgeable and experienced classroom teachers to inform the  
19 development and curriculum of the program;

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

23            (iii) Support school districts to develop school staff and  
24 community members to become teachers, so that the district's teachers  
25 better reflect the region's demographics, values, and interests; and

26            (iv) Provide opportunities for classified staff to become  
27 teachers.

28        (2) By November 1, 2023, the volunteer educational service  
29 district must report to the professional educator standards board  
30 with the outcomes of the pilot and any recommendations for  
31 implementing alternative route teacher certification programs in  
32 other educational service districts. The report must include the  
33 following data: (a) The number of teacher candidates applying for,  
34 and completing, the alternative route teacher certification program;  
35 (b) the number of completers who become teachers, both in the  
36 educational service district and elsewhere in the state; and (c)  
37 retention of teachers in the educational service district before and  
38 after implementation of the pilot. The data must be disaggregated by  
39 race and ethnicity, gender, type of endorsement, and school. The

1 report must also include feedback from school principals and teachers  
2 in the local school districts.

3 (3) By December 1, 2023, and in compliance with RCW 43.01.036,  
4 the professional educator standards board must submit the educational  
5 service district's report, required under subsection (2) of this  
6 section, to the appropriate committees of the legislature, with  
7 recommendations for whether the pilot program should be expanded,  
8 modified, or terminated.

9 (4) This section expires July 1, 2024.

10 **PART II**

11 **FINANCIAL INCENTIVES, ASSISTANCE, AND SUPPORTS**

12 NEW SECTION. **Sec. 201.** FINDINGS—INTENT. (1) The legislature  
13 finds that financial incentives, assistance, and supports are  
14 essential to recruit and retain persons into educator positions  
15 within the public common school system. In order to have the most  
16 impact, these incentives, assistance, and supports must be related  
17 explicitly and directly to the legislature's objectives for  
18 recruiting and retaining an educator workforce that will best serve  
19 diverse student populations, as well as meet the state's short-term  
20 and long-term educator workforce needs.

21 (2) Therefore, the legislature intends to:

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

23 (b) Remove barriers and disincentives; and

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

27 (3) The legislature further intends to provide conditional  
28 scholarships to recruit persons into the profession of education and  
29 to assist with keeping them in the profession during the early years  
30 of their career. The legislature recognizes that the state need grant  
31 does not meet the needs of many qualified students, so these  
32 conditional scholarships are intended to be provided in a "last  
33 dollar in" model. The legislature also intends for loan repayment  
34 programs to help retain certificated educators who are already  
35 working in the public common schools.

36 (4) The legislature finds that the location and characteristics  
37 of a student teacher's field placement are strong predictors of where  
38 the teacher takes his or her first job. Therefore, the legislature

1 intends to encourage the appropriate placement of student teachers,  
2 especially in high-need subject and geographic areas. In addition,  
3 the legislature intends to continue providing grants for student  
4 teachers at Title I public common schools.

5 **FIELD PLACEMENTS**

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

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

22 (b) The following goals must be considered when developing the  
23 plans required under this section:

24 (i) Field placement of student teachers should be targeted to  
25 high-need subject areas, including special education and English  
26 learner, and high-need geographic areas, including Title I and rural  
27 schools; and

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

1 (2) The plans required under subsection (1) of this section must  
2 be submitted to the professional educator standards board and updated  
3 at least biennially.

4 (3) The professional educator standards board shall post the  
5 plans and updates required under this section on its web site.

6 (4) By December 1, 2018, and in compliance with RCW 43.01.036,  
7 the student achievement council, in cooperation with the professional  
8 educator standards board-approved teacher preparation programs, the  
9 Washington state school directors' association, and the rural  
10 education center at Washington State University, must submit a report  
11 to the appropriate committees of the legislature. The report must  
12 include policy recommendations to encourage or require the  
13 professional educator standards board-approved teacher preparation  
14 programs to develop relationships with, and provide supervisory  
15 support for field placements of student teachers in, school districts  
16 that are not in the general geographic area of an approved teacher  
17 preparation program.

18 NEW SECTION. Sec. 203. A new section is added to chapter  
19 28A.410 RCW to read as follows:

20 FIELD PLACEMENT PLANS. Each Washington professional educator  
21 standards board-approved teacher preparation program, including an  
22 alternative route teacher certification program, must develop a plan  
23 regarding field placement of student teachers in accordance with RCW  
24 28B.10.033.

25 NEW SECTION. Sec. 204. A new section is added to chapter 28B.10  
26 RCW to read as follows:

27 REMOTE SUPERVISION TECHNOLOGY. (1) Subject to appropriation,  
28 Central Washington University shall acquire the necessary audiovisual  
29 technology and equipment for university faculty to remotely supervise  
30 student teachers in ten schools.

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

35 Sec. 205. RCW 28B.76.699 and 2016 c 233 s 17 are each amended to  
36 read as follows:

1 GRANTS FOR STUDENT TEACHERS AT TITLE I SCHOOLS. (1) (~~Subject to~~  
2 ~~the availability of amounts appropriated for this specific purpose,~~)  
3 The office shall administer a student teaching ((residency)) grant  
4 program to provide additional funds to ((individuals completing))  
5 student ((teaching residencies)) teachers at Title I public common  
6 schools in Washington.

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

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

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

22 (ii) Aggregate data on where grant recipients are teaching two  
23 years and five years after obtaining a teacher certificate, and  
24 whether grant recipients remain teaching in Title I public common  
25 schools; and

26 (iii) Recommendations for modifying the grant program.

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

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

## 31 BASIC SKILLS AND CONTENT TEST ASSISTANCE

32 **Sec. 206.** RCW 28A.630.205 and 2016 c 233 s 16 are each amended  
33 to read as follows:

34 TEACHER ENDORSEMENT AND CERTIFICATION HELP PROGRAM. (1) (~~Subject~~  
35 ~~to the availability of amounts appropriated for this specific~~  
36 ~~purpose,~~) The teacher endorsement and certification help ((pilot  
37 project)) program, known as the TEACH ((pilot)) program, is created.

1 ((The scale of the TEACH pilot is dependent on the level of funding  
2 appropriated.))

3 (2) The student achievement council, after consultation with the  
4 professional educator standards board, shall have the power and duty  
5 to develop and adopt rules as necessary under chapter 34.05 RCW to  
6 administer the ((pilot project)) program described in this section.  
7 The rules, which must be adopted by August 1, ((2016)) 2018, must  
8 include:

9 (a) A TEACH ((pilot)) grant application process;

10 (b) A financial need verification process;

11 (c) The order of priority in which the applications will be  
12 approved; and

13 (d) A process for disbursing TEACH ((pilot)) grant awards to  
14 selected applicants.

15 (3) A student seeking a TEACH ((pilot)) grant to cover the costs  
16 of basic skills and content tests required for initial teacher  
17 certification and endorsement must submit an application to the  
18 student achievement council, following the rules developed under this  
19 section.

20 (4) To qualify for financial assistance, an applicant must meet  
21 the following criteria:

22 (a) Be enrolled in, have applied to, or have completed a  
23 professional educator standards board-approved teacher preparation  
24 program;

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

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

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

33 (5) Beginning ((September)) August 1, ((2016)) 2018, the student  
34 achievement council, in collaboration with the professional educator  
35 standards board, shall award a TEACH ((pilot)) grant to a student who  
36 meets the qualifications listed in this section and in rules  
37 developed under this section. The TEACH ((pilot)) grant award must  
38 cover the costs of basic skills and content tests required for  
39 initial teacher certification. The council shall prioritize TEACH  
40 ((pilot)) grant awards first to applicants registered for competency

1 tests in endorsement shortage areas and second to applicants with  
2 greatest financial need. The council shall scale the number of TEACH  
3 ((~~pilot~~)) grant awards to the amount of funds appropriated for this  
4 purpose.

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

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

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

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

20 ~~8) By December 31, 2020, and in compliance with RCW 43.01.036,~~  
21 ~~the student achievement council, in collaboration with the~~  
22 ~~professional educator standards board, shall submit a final report to~~  
23 ~~the appropriate committees of the legislature that details the~~  
24 ~~effectiveness and costs of the pilot project. In addition to updating~~  
25 ~~the preliminary report, the final report must (a))~~;

26 (c) Compare the numbers and demographic information of students  
27 obtaining teaching certificates with endorsement competencies in the  
28 endorsement shortage areas before and after implementation of the  
29 ((~~pilot project,~~)) program; and

30 ((~~b~~)) (d) Recommend whether the ((~~pilot project~~)) program  
31 should be modified, continued, and expanded.

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

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

34 **Sec. 207.** RCW 28B.102.020 and 2012 c 229 s 562 are each amended  
35 to read as follows:

36 DEFINITIONS. Unless the context clearly requires otherwise, the  
37 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. 208.** 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, in collaboration with the  
38 professional educator standards board, to receive conditional  
39 scholarships or loan repayments;

1 (2) Adopt necessary rules and guidelines;

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

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

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

10 NEW SECTION. Sec. 209. A new section is added to chapter  
11 28B.102 RCW to read as follows:

12 PARTICIPANT SELECTION. (1) The office shall develop an  
13 application process for the teacher shortage grant program and grants  
14 for teachers in Title I schools. The office may use the same  
15 application for more than one of the programs in this subsection.

16 (2) The office shall consult with a stakeholder group to develop  
17 awarding criteria, consistent with the requirements in this section,  
18 for the selection of eligible participants for each program based on  
19 the minimum qualifications established in this section and any  
20 additional qualifications established in each program description  
21 under this chapter.

22 (3) The professional educator standards board shall manage the  
23 candidate selection and grant application process for the following  
24 programs:

25 (a) The alternative route block grant;

26 (b) The alternative route conditional scholarship program;

27 (c) The educator retooling conditional scholarship program;

28 (d) The pipeline for paraeducators conditional scholarship  
29 program;

30 (e) The recruiting Washington teachers program; and

31 (f) The career and technical education scholarship program.

32 (4) A person qualifying for a conditional scholarship program  
33 under this chapter, at a minimum, must commit to serving as a  
34 certificated employee in an approved education program and:

35 (a) Have a financial need, as defined by the office and  
36 consistent with the income criteria required to receive the state  
37 need grant established in chapter 28B.92 RCW or applicable rules; or

38 (b) Be selected by the professional educator standards board for  
39 the programs mentioned in subsection (3) of this section.

1 (5) In selecting eligible participants for conditional  
2 scholarship programs under this chapter, the office must give  
3 priority to persons who are renewing their application in order to  
4 complete a certificated employee preparation program.

5 (6) In selecting eligible participants under this chapter, the  
6 office must consider prioritizing persons who: Meet shortage area  
7 needs; are first generation college students or graduates; are  
8 eligible veteran or national guard members; have characteristics that  
9 are underrepresented among certificated employees; or have classroom-  
10 based experience.

11 **Sec. 210.** RCW 28B.102.045 and 2004 c 58 s 5 are each amended to  
12 read as follows:

13 CONDITION FOR CONTINUED PARTICIPATION—SATISFACTORY PROGRESS. To  
14 receive additional disbursements (~~(under the)~~) for a conditional  
15 scholarship program under this chapter, a participant must be  
16 considered by his or her institution of higher education to be in a  
17 satisfactory progress condition.

18 NEW SECTION. **Sec. 211.** A new section is added to chapter  
19 28B.102 RCW to read as follows:

20 AWARDS—TERMS, USES, SOURCE. (1)(a) The office and the  
21 professional educator standards board shall maximize the conditional  
22 scholarships and loan repayments awarded under this chapter. When  
23 developing award terms and conditions, the office and the  
24 professional educator standards board must consider the purpose of  
25 each conditional scholarship and loan repayment program and recognize  
26 the total cost of attendance for each Washington professional  
27 educator standards board-approved educator preparation program.

28 (b) The maximum award for a conditional scholarship or loan  
29 repayment under this chapter is eight thousand dollars per calendar  
30 year.

31 (2) The allowable uses of a conditional scholarship under this  
32 chapter include: Tuition and fees, transportation and housing costs,  
33 and educational expenses, including books, supplies, equipment, or  
34 technology.

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

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

4 **Sec. 212.** RCW 28B.102.090 and 2016 c 233 s 15 are each amended  
5 to read as follows:

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

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

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

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

1       ~~(b) In developing the contractual obligations, the office must~~  
2 ~~consider requiring the individual to: Obtain a Washington state~~  
3 ~~residency teacher certificate; teach in a subject or geographic~~  
4 ~~endorsement shortage area, as defined by the professional educator~~  
5 ~~standards board; and commit to teach for five school years in an~~  
6 ~~approved education program with a need for a teacher with such an~~  
7 ~~endorsement at the time of hire.~~

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

16       ~~(d) In developing the repayment requirements for a conditional~~  
17 ~~grant that is converted into a loan, the terms and conditions of the~~  
18 ~~loan must follow the interest rate and repayment terms of the federal~~  
19 ~~direct subsidized loan program. In addition, the office must consider~~  
20 ~~the following repayment schedule:~~

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

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

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

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

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

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

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

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

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

10 ALTERNATIVE ROUTE CONDITIONAL SCHOLARSHIP PROGRAM. (1) The  
11 alternative route conditional scholarship program is created. The  
12 purpose of the program is to encourage persons to become teachers  
13 through alternative route teacher certification programs by providing  
14 financial aid and to retain these teachers in shortage areas.

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

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

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

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

22 **Sec. 214.** RCW 28A.660.042 and 2017 c 237 s 19 are each amended  
23 to read as follows:

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

37 (2) ~~((Entry requirements for candidates include))~~ To qualify for  
38 the program an applicant must:

1 (a) Not have earned a college degree;

2 (b) Provide documentation from his or her school district or  
3 building ((validation)) of ((qualifications, including three)) two  
4 years of successful student interaction and leadership as a  
5 classified instructional employee;

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

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

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

14 **Sec. 215.** RCW 28A.660.045 and 2015 3rd sp.s. c 9 s 1 are each  
15 amended to read as follows:

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

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

24 ~~(a) Current K-12 teachers shall pursue an endorsement in a~~  
25 ~~subject or geographic endorsement shortage area, as defined by the~~  
26 ~~professional educator standards board, including but not limited to,~~  
27 ~~mathematics, science, special education, bilingual education, English~~  
28 ~~language learner, computer science education, or environmental and~~  
29 ~~sustainability education.~~

30 ~~(b) Individuals having an elementary education certificate but~~  
31 ~~who are not employed in positions requiring an elementary education~~  
32 ~~certificate shall pursue an endorsement in a subject or geographic~~  
33 ~~endorsement shortage area, as defined by the professional educator~~  
34 ~~standards board, including but not limited to, mathematics, science,~~  
35 ~~special education, bilingual education, English language learner,~~  
36 ~~computer science education, or environmental and sustainability~~  
37 ~~education.)) The purpose of the program is to increase the number of~~  
38 public school teachers with endorsements in shortage areas.

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

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

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

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

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

9 NEW SECTION. Sec. 216. A new section is added to chapter  
10 28B.102 RCW to read as follows:

11 CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.

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

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

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

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

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

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

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

29 (c) Intend to teach career and technical education courses that  
30 expose students to high employer demand fields in Washington, where  
31 "high employer demand fields" are determined by the Washington  
32 professional educator standards board in consultation with the  
33 workforce training and education coordinating board and the office of  
34 the superintendent of public instruction.

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

37 NEW SECTION. Sec. 217. A new section is added to chapter  
38 28B.102 RCW to read as follows:



1 RESPONSIBILITIES IN SCHOLARSHIP PROGRAMS. (1) Within existing  
2 resources, the student achievement council, the professional educator  
3 standards board, and the office of the superintendent of public  
4 instruction must make joint recommendations on clarifying, shifting,  
5 or maintaining roles and responsibilities in scholarship programs  
6 under this chapter.

7 (2) The recommendations required in this section must be  
8 submitted, in accordance with RCW 43.01.036, to the education  
9 committees of the house of representatives and senate by November 1,  
10 2018.

11 NEW SECTION. **Sec. 218.** A new section is added to chapter  
12 28B.102 RCW to read as follows:

13 **CONDITIONAL SCHOLARSHIP—FORGIVENESS AND REPAYMENT.** (1)(a) A  
14 conditional scholarship awarded under this chapter is forgiven when  
15 the participant fulfills the terms of his or her service obligation.  
16 The office shall develop the service obligation terms for each  
17 conditional scholarship program under this chapter, including that  
18 participants must either:

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

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

25 (b) For participants who meet the terms of their service  
26 obligation, the office shall forgive the conditional scholarships  
27 according to the service obligation terms and shall maintain all  
28 necessary records of such forgiveness.

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

35 (b) The office shall collect repayment from participants who do  
36 not fulfill their service obligation as required under subsection (1)  
37 of this section. Collection and servicing of repayments under this  
38 section must be pursued using the full extent of the law, including  
39 wage garnishment if necessary. The office shall exercise due

1 diligence in maintaining all necessary records to ensure that maximum  
2 repayments are collected.

3 (3) The office shall establish a process for forgiveness,  
4 deferment, or forbearance for participants who fail to complete their  
5 service obligation due to circumstances beyond the participants'  
6 control, for example certain medical conditions, military deployment,  
7 declassification of a participant's shortage area, or hardship for a  
8 participant to relocate to an approved education program with a  
9 shortage area, provided the participant was serving as a certificated  
10 employee in a shortage area in an approved education program.

11 **Sec. 219.** RCW 28B.102.055 and 2011 1st sp.s. c 11 s 180 are each  
12 amended to read as follows:

13 FEDERAL STUDENT LOAN REPAYMENT IN EXCHANGE FOR TEACHING SERVICE  
14 PROGRAM. (1) Upon documentation of federal student loan indebtedness,  
15 the office may enter into agreements with ~~((participants))~~  
16 certificated teachers to repay all or part of a federal student loan  
17 in exchange for teaching service in a shortage area at an approved  
18 education((al)) program. ~~((The ratio of loan repayment to years of~~  
19 ~~teaching service for the loan repayment program shall be the same as~~  
20 ~~established for the conditional scholarship program.))~~ Teachers  
21 eligible for loan repayment under this section must hold an  
22 endorsement in the content area in which they are assigned to teach  
23 during the period of repayment.

24 (2) The agreement shall specify the period of time it is in  
25 effect and detail the obligations of the office and the participant,  
26 including the amount to be paid to the participant. The ratio of loan  
27 repayment to years of teaching service for the loan repayment program  
28 must be the same as established for the conditional scholarship  
29 programs under section 218 of this act. The agreement ~~((may))~~ must  
30 also specify the ~~((geographic location and subject matter))~~ shortage  
31 area of teaching service for which loan repayment will be provided.

32 (3) At the end of each school year, a participant under this  
33 section shall provide evidence to the office that the requisite  
34 teaching service has been provided. Upon receipt of the evidence, the  
35 office shall pay the participant the agreed-upon amount for one year  
36 of full-time teaching service or a prorated amount for less than  
37 full-time teaching service. To qualify for additional loan  
38 repayments, the participant must be engaged in continuous teaching  
39 service as defined by the office. The office may approve leaves of

1 absence from continuous service and other deferments as may be  
2 necessary.

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

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

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

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

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

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

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

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

21 NEW SECTION. **Sec. 220.** A new section is added to chapter  
22 28B.102 RCW to read as follows:

23 REPORTS TO THE LEGISLATURE. Beginning November 1, 2018, and by  
24 November 1st each even year thereafter, the office shall submit a  
25 report, in accordance with RCW 43.01.036, to the appropriate  
26 committees of the legislature recommending whether the educator  
27 conditional scholarship and loan repayment programs under this  
28 chapter should be continued, modified, or terminated. The report must  
29 include information about the number of applicants for, and  
30 participants in, each program. To the extent possible, this  
31 information should be disaggregated by age, gender, race and  
32 ethnicity, family income, and unmet financial need. The report must  
33 include information about participant deferments and repayments. The  
34 report must also include information on moneys received by and  
35 disbursed from the educator conditional scholarship account under RCW  
36 28B.102.080 each fiscal year.

37 **Sec. 221.** RCW 28B.102.080 and 2011 1st sp.s. c 11 s 182 are each  
38 amended to read as follows:

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

7 (2) The office shall deposit in the account all moneys received  
8 for the (~~future—teachers~~) educator conditional scholarship and loan  
9 repayment (~~program and for conditional loan~~) programs under this  
10 chapter (~~28A.660—RCW~~). The account shall be self-sustaining and  
11 consist of funds appropriated by the legislature for the (~~future~~  
12 ~~teachers~~) educator conditional scholarship and loan repayment  
13 programs under this chapter, private contributions to the programs,  
14 and receipts from participant repayments from the (~~future—teachers~~  
15 ~~conditional—scholarship—and—loan—repayment~~) programs(~~,—and~~  
16 ~~conditional—loan—programs—established—under—chapter—28A.660—RCW~~).  
17 Beginning July 1, 2004, the office shall also deposit into the  
18 account: (a) All funds from the institution of higher education loan  
19 account that are traceable to any conditional scholarship program for  
20 teachers or prospective teachers established by the legislature  
21 before June 10, 2004; and (b) all amounts repaid by (~~individuals~~)  
22 participants under any such program.

23 (3) Expenditures from the account may be used (~~solely—for~~  
24 ~~conditional—loans—and—loan—repayments—to—participants—in—the—future~~  
25 ~~teachers—conditional—scholarship—and—loan—repayment—program~~  
26 ~~established—by—this—chapter,—conditional—scholarships—for~~  
27 ~~participants—in—programs—established—in—chapter—28A.660—RCW,—and~~  
28 ~~costs—associated—with—program—administration—by—the—office~~) only for  
29 the purposes of this chapter.

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

32 (~~(5) During the 2009—2011 fiscal biennium, the legislature may~~  
33 ~~transfer from the future teachers conditional scholarship account to~~  
34 ~~the state general fund such amounts as reflect the excess fund~~  
35 ~~balance of the account.~~)

36 **Sec. 222.** RCW 43.79A.040 and 2017 3rd sp.s. c 5 s 89 are each  
37 amended to read as follows:

38 MANAGEMENT OF TREASURER'S TRUST FUND. (1) Money in the  
39 treasurer's trust fund may be deposited, invested, and reinvested by

1 the state treasurer in accordance with RCW 43.84.080 in the same  
2 manner and to the same extent as if the money were in the state  
3 treasury, and may be commingled with moneys in the state treasury for  
4 cash management and cash balance purposes.

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

8 (3) The investment income account may be utilized for the payment  
9 of purchased banking services on behalf of treasurer's trust funds  
10 including, but not limited to, depository, safekeeping, and  
11 disbursement functions for the state treasurer or affected state  
12 agencies. The investment income account is subject in all respects to  
13 chapter 43.88 RCW, but no appropriation is required for payments to  
14 financial institutions. Payments must occur prior to distribution of  
15 earnings set forth in subsection (4) of this section.

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

19 (b) The following accounts and funds must receive their  
20 proportionate share of earnings based upon each account's or fund's  
21 average daily balance for the period: The 24/7 sobriety account, the  
22 Washington promise scholarship account, the Gina Grant Bull memorial  
23 legislative page scholarship account, the Washington advanced college  
24 tuition payment program account, the Washington college savings  
25 program account, the accessible communities account, the Washington  
26 achieving a better life experience program account, the community and  
27 technical college innovation account, the agricultural local fund,  
28 the American Indian scholarship endowment fund, the foster care  
29 scholarship endowment fund, the foster care endowed scholarship trust  
30 fund, the contract harvesting revolving account, the Washington state  
31 combined fund drive account, the commemorative works account, the  
32 county enhanced 911 excise tax account, the toll collection account,  
33 the developmental disabilities endowment trust fund, the energy  
34 account, the fair fund, the family and medical leave insurance  
35 account, the food animal veterinarian conditional scholarship  
36 account, the forest health revolving account, the fruit and vegetable  
37 inspection account, the (~~future—teachers~~) educator conditional  
38 scholarship account, the game farm alternative account, the GET ready  
39 for math and science scholarship account, the Washington global  
40 health technologies and product development account, the grain

1 inspection revolving fund, the industrial insurance rainy day fund,  
2 the juvenile accountability incentive account, the law enforcement  
3 officers' and firefighters' plan 2 expense fund, the local tourism  
4 promotion account, the low-income home rehabilitation revolving loan  
5 program account, the multiagency permitting team account, the  
6 northeast Washington wolf-livestock management account, the pilotage  
7 account, the produce railcar pool account, the regional  
8 transportation investment district account, the rural rehabilitation  
9 account, the Washington sexual assault kit account, the stadium and  
10 exhibition center account, the youth athletic facility account, the  
11 self-insurance revolving fund, the children's trust fund, the  
12 Washington horse racing commission Washington bred owners' bonus fund  
13 and breeder awards account, the Washington horse racing commission  
14 class C purse fund account, the individual development account  
15 program account, the Washington horse racing commission operating  
16 account, the life sciences discovery fund, the Washington state  
17 heritage center account, the reduced cigarette ignition propensity  
18 account, the center for childhood deafness and hearing loss account,  
19 the school for the blind account, the Millersylvania park trust fund,  
20 the public employees' and retirees' insurance reserve fund, and the  
21 radiation perpetual maintenance fund.

22 (c) The following accounts and funds must receive eighty percent  
23 of their proportionate share of earnings based upon each account's or  
24 fund's average daily balance for the period: The advanced right-of-  
25 way revolving fund, the advanced environmental mitigation revolving  
26 account, the federal narcotics asset forfeitures account, the high  
27 occupancy vehicle account, the local rail service assistance account,  
28 and the miscellaneous transportation programs account.

29 (d) Any state agency that has independent authority over accounts  
30 or funds not statutorily required to be held in the custody of the  
31 state treasurer that deposits funds into a fund or account in the  
32 custody of the state treasurer pursuant to an agreement with the  
33 office of the state treasurer shall receive its proportionate share  
34 of earnings based upon each account's or fund's average daily balance  
35 for the period.

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

1        NEW SECTION.    **Sec. 223.**    REPEALERS. The following acts or parts  
2 of acts are each repealed:

3        (1) RCW 28B.102.010 (Intent—Legislative findings) and 2004 c 58 s  
4 1 & 1987 c 437 s 1;

5        (2) RCW 28B.102.040 (Selection of participants—Processes—  
6 Criteria) and 2011 1st sp.s. c 11 s 178, 2008 c 170 s 306, & 2005 c  
7 518 s 918;

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

11       (4) RCW 28B.102.060 (Repayment obligation) and 2011 1st sp.s. c  
12 11 s 181, 2011 c 26 s 4, 2004 c 58 s 7, 1996 c 53 s 2, 1993 c 423 s  
13 1, 1991 c 164 s 6, & 1987 c 437 s 6;

14       (5) RCW 28A.660.050 (Conditional scholarship programs—  
15 Requirements—Recipients) and 2016 c 233 s 14, 2015 3rd sp.s. c 9 s 2,  
16 2015 1st sp.s. c 3 s 4, 2012 c 229 s 507, 2011 1st sp.s. c 11 s 134,  
17 & 2010 c 235 s 505; and

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

20       NEW SECTION.    **Sec. 224.**    RECODIFICATION. RCW 28A.660.042 and  
21 28A.660.045 are each recodified as sections in chapter 28B.102 RCW.

22       NEW SECTION.    **Sec. 225.**    A new section is added to chapter  
23 28A.660 RCW to read as follows:

24       Nothing in sections 207 through 223 of this act modifies or  
25 otherwise affects conditional scholarship or loan repayment  
26 agreements under this chapter or chapter 28B.102 RCW existing before  
27 the effective date of this section.

28       NEW SECTION.    **Sec. 226.**    A new section is added to chapter  
29 28B.102 RCW to read as follows:

30       Nothing in sections 207 through 223 of this act modifies or  
31 otherwise affects conditional scholarship or loan repayment  
32 agreements under this chapter or chapter 28A.660 RCW existing before  
33 the effective date of this section.

34       NEW SECTION.    **Sec. 227.**    RECODIFICATION. RCW 28A.630.205 is  
35 recodified as a section in chapter 28B.76 RCW.

TUITION WAIVERS

Sec. 228. RCW 28B.15.558 and 2016 c 233 s 18 are each amended to read as follows:

SPACE AVAILABLE TUITION WAIVERS. (1) The governing boards of the state universities, the regional universities, The Evergreen State College, and the community and technical colleges may waive all or a portion of the tuition and services and activities fees for state employees as defined under subsection (2) of this section ((and)) teachers((,)) and other certificated instructional staff under subsection (3) of this section, and K-12 classified staff under subsection (4) of this section. The enrollment of these persons is pursuant to the following conditions:

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

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

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

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

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

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

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

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

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



1 (4) The waivers available under this section shall also be  
2 available to classified staff employed at ((K-12)) public common  
3 schools when used for coursework relevant to the work assignment or  
4 coursework that is part of a teacher preparation program.

5 (5) In awarding waivers, an institution of higher education may  
6 award waivers to eligible persons employed by the institution before  
7 considering waivers for eligible persons who are not employed by the  
8 institution.

9 (6) If an institution of higher education exercises the authority  
10 granted under this section, it shall include all eligible state  
11 employees in the pool of persons eligible to participate in the  
12 program.

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

16 (8) Each institution of higher education that awards waivers  
17 under this section must report to the student achievement council, on  
18 an annual basis, with the number, type, and value of waivers awarded  
19 under this section in the prior academic year, and must compare this  
20 information with other tuition and fee waivers awarded by the  
21 institution.

## 22 **TEACHER PREPARATION PROGRAM EXPANSION**

23 NEW SECTION. Sec. 229. EXPAND ENROLLMENTS IN HIGH-NEED SUBJECTS  
24 AND LOCATIONS. The legislature recognizes the important role of  
25 teacher preparation programs in addressing the shortages in the  
26 educator career continuum. Through the omnibus appropriations act,  
27 the legislature intends to prioritize the expansion of teacher  
28 preparation program enrollments in high-need subjects and high-need  
29 locations within the state, taking into consideration the community  
30 and technical colleges' capacity to contribute to teacher  
31 preparation.

## 32 **PART III**

### 33 **RETENTION STRATEGIES**

34 NEW SECTION. Sec. 301. FINDINGS—INTENT. (1) The legislature  
35 finds that problems with educator retention within a school or school  
36 district are largely reflective of conditions affecting the school

1 and district. The legislature acknowledges that the demands on  
2 educators must be balanced with an encouragement of their excitement  
3 for the profession. The legislature further finds that professional  
4 educators want to improve students' lives through education, and the  
5 public school system should empower them to do so. The legislature  
6 recognizes that barriers to educator retention must be addressed,  
7 such as lack of induction and mentoring for beginning educators,  
8 complicated and burdensome certification requirements, and frequent  
9 comprehensive performance evaluation requirements for proficient and  
10 distinguished educators.

11 (2) The legislature finds that the most successful education  
12 systems have robust, well-prepared educators and educator leaders,  
13 with ample and relevant mentoring and professional learning  
14 opportunities appropriate to their roles and career aspirations.  
15 Further, the legislature finds that cultivating a public common  
16 school system that focuses on the growth of educator knowledge,  
17 skills, and dispositions to help students perform at high levels not  
18 only supports better professional practice, but results in greater  
19 professional satisfaction for educators.

20 (3) The legislature acknowledges that a substantial step towards  
21 reducing the barriers of complicated and burdensome certification  
22 requirements was taken in chapter 26, Laws of 2017 by creating a  
23 flexible option for renewing teacher and administrator certificates.  
24 However, continued legislative review and refinement of the link  
25 between certification programs, effective pedagogy, and professional  
26 satisfaction is necessary to strengthen educator retention efforts.

27 (4) Further efforts can also focus on the improvement of working  
28 conditions within schools and school districts. The legislature  
29 intends to expand upon successful educator induction and mentoring  
30 programs such as the beginning educator support team program, and to  
31 streamline the teacher and principal evaluation program requirements  
32 for the highest performing educators.

33 **BEGINNING EDUCATOR SUPPORT**

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

36 (1) For the purposes of this section, a mentor is an educator  
37 who: Has ((achieved appropriate)) successfully completed training in  
38 assisting, coaching, and advising beginning principals, beginning

1 teachers, or student (~~teaching residents~~) teachers as defined by  
2 the office of the superintendent of public instruction(~~, such as~~  
3 ~~national board certification or other specialized training~~); has  
4 been selected using mentor standards developed by the office of the  
5 superintendent of public instruction; and is participating in ongoing  
6 mentor skills professional development.

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

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

18 (3) (~~Subject to the availability of amounts appropriated for~~  
19 ~~this specific purpose,~~) The office of the superintendent of public  
20 instruction shall allocate funds for the beginning educator support  
21 team program on a competitive basis to individual school districts or  
22 consortia of districts. School districts are encouraged to include  
23 educational service districts in creating regional consortia. In  
24 allocating funds, the office of the superintendent of public  
25 instruction shall give priority to:

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

31 (b) School districts with a large influx of beginning principals  
32 or beginning classroom teachers; and

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

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

1 (5) A beginning educator support team program must include the  
2 following components:

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

6 (b) Assignment of a trained and qualified mentor for ~~((the~~  
7 ~~first))~~ up to three years for ~~((beginning educators))~~ program  
8 participants, with intensive support in the first year and decreasing  
9 support ~~((over the following))~~ in subsequent years ~~((depending on the~~  
10 ~~needs of the beginning educator))~~;

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

14 (d) Ongoing professional development for ~~((beginning educators))~~  
15 program participants that is designed to meet their unique needs for  
16 supplemental training and skill development;

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

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

22 (g) To the extent possible, an assignment that is appropriate for  
23 beginning principals or beginning teachers;

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

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

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

32 (k) A program evaluation using a standard evaluation tool or  
33 tools ~~((provided from))~~ designed by the office of the superintendent  
34 of public instruction that measures: (i) Increased knowledge, skills,  
35 and positive impact on student learning for program participants; and  
36 (ii) increased retention of 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) of this section may be provided for

1 continuous improvement coaching to support educators on probation  
2 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 evaluation  
22 as a whole, which shall be the comprehensive ~~((summative-evaluation))~~  
23 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 (c)(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 following participants must be known as the~~  
27 ~~steering committee: State associations representing teachers,~~  
28 ~~principals, 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.~~

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

38 ~~((v) The superintendent of public instruction shall submit~~  
39 ~~reports detailing findings, emergent issues or trends,~~  
40 ~~recommendations from the steering committee, and pilot school~~

1 ~~districts, and other recommendations, to enhance implementation and~~  
2 ~~continuous improvement of the revised evaluation systems to~~  
3 ~~appropriate committees of the legislature and the governor beginning~~  
4 ~~July 1, 2013, and each July 1st thereafter for each year of the~~  
5 ~~school district implementation transition period concluding with a~~  
6 ~~report on December 1, 2016.)~~)

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

17 (b) The office of the superintendent of public instruction must,  
18 in accordance with RCW 43.01.036, report to the legislature and the  
19 governor regarding the school district implementation of the  
20 provisions of (a) of this subsection by December 1, 2017.

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

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

35 (11) After a certificated classroom teacher (~~(or)~~) who is not  
36 required to be on the four-level rating evaluation system or a  
37 certificated support personnel has four years of satisfactory  
38 evaluations under subsection (1) of this section, a school district  
39 may use a short form of evaluation, a locally bargained evaluation  
40 emphasizing professional growth, an evaluation under subsection (1)



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

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

34 (a) (~~All classroom teachers and principals shall receive a~~  
35 ~~comprehensive summative evaluation at least once every four years.~~)  
36 A comprehensive (~~summative~~) performance evaluation assesses all  
37 eight evaluation criteria and all criteria contribute to the  
38 comprehensive (~~summative evaluation~~) performance rating. Classroom  
39 teachers and principals must receive a comprehensive performance

1 evaluation according to the schedule specified in (b) of this  
2 subsection.

3 (b)(i) Except as otherwise provided in (b) of this subsection,  
4 classroom teachers and principals must receive a comprehensive  
5 performance evaluation at least once every four years.

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

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

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

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

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

20 (iii) A classroom teacher or principal who received a  
21 comprehensive performance rating of level 3 or above in his or her  
22 previous comprehensive performance evaluation must receive a  
23 comprehensive performance evaluation at least every six years.

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

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

1 (iii) The evaluator must assign a (~~comprehensive—summative~~  
2 ~~evaluation~~) performance rating for the focused performance  
3 evaluation using the methodology adopted by the superintendent of  
4 public instruction for the instructional or leadership framework  
5 being used.

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

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

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

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

22 **Sec. 304.** RCW 41.32.068 and 2016 c 233 s 7 are each amended to  
23 read as follows:

24 In addition to the postretirement employment options available in  
25 RCW 41.32.802 or 41.32.862, (~~and only until August 1, 2020,~~) a  
26 teacher in plan 2 or plan 3 who has retired under the alternate early  
27 retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) may  
28 be employed with an employer for up to eight hundred sixty-seven  
29 hours per calendar year without suspension of his or her benefit,  
30 provided that: (1) The retired teacher reenters employment more than  
31 one calendar month after his or her accrual date and after June 9,  
32 2016; (2) (~~[the retired teacher]~~) the retired teacher is employed  
33 (~~exclusively as either a substitute teacher as defined in RCW~~  
34 ~~41.32.010(48)(a) in an instructional capacity, as opposed to other~~  
35 ~~capacities identified in RCW 41.32.010(49); and (3) the employing~~  
36 ~~school district compensates the district's substitute teachers at a~~  
37 ~~rate that is at least eighty five percent of the full daily amount~~  
38 ~~allocated by the state to the district for substitute teacher~~  
39 ~~compensation~~) in a nonadministrative capacity.

1        NEW SECTION.    **Sec. 305.**    A new section is added to chapter 41.35  
2    RCW to read as follows:

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

12       NEW SECTION.    **Sec. 306.**    2016 c 233 s 19 (uncodified) is  
13    repealed.

14       NEW SECTION.    **Sec. 307.**    A new section is added to chapter  
15    28A.410 RCW to read as follows:

16        REPRIMAND EXPUNGEMENT PROCESS. (1) The professional educator  
17    standards board, in consultation with the office of the  
18    superintendent of public instruction staff authorized to issue  
19    educator reprimands, shall adopt rules that, at a minimum:

20        (a) Establish a process for an educator to apply for review of a  
21    reprimand, issued in accordance with RCW 28A.410.090, that occurred  
22    no more than five years prior to the application date;

23        (b) Establish a process for review of reprimand expungement  
24    applications, including review of educator certification and  
25    personnel files, by the authority authorized to grant educator  
26    certificates;

27        (c) Define criteria for determining whether a reprimand should be  
28    expunged; and

29        (d) Establish a process for expungement of a reprimand from  
30    records maintained by the professional educator standards board or  
31    the office of the superintendent of public instruction.

32        (2) The authority authorized to grant educator certificates shall  
33    use the processes and criteria adopted in accordance with subsection  
34    (1) of this section to approve or deny reprimand expungement  
35    applications and to expunge educator reprimand records.

36       NEW SECTION.    **Sec. 308.**    REPRIMAND EXPUNGEMENT REPORT. By  
37    December 1, 2020, and in compliance with RCW 43.01.036, the office of

1 the superintendent of public instruction and the professional  
2 educator standards board must cooperate to submit a report to the  
3 appropriate committees of the legislature that: Summarizes data on  
4 the number of reprimand expungement applications reviewed and  
5 approved in the prior two years; makes a recommendation on whether  
6 the reprimand expungement process under section 307 of this act  
7 should be expanded to persons with lapsed certificates; and  
8 recommends changes to the statutory requirements of the reprimand  
9 expungement process.

10 **PART IV**

11 **STRENGTHENING AND SUPPORTING PROFESSIONAL**  
12 **PATHWAYS FOR EDUCATORS—THE COLLABORATIVE**

13 NEW SECTION. **Sec. 401.** FINDINGS—INTENT. (1) The legislature  
14 finds that additional evaluation is necessary to establish a  
15 comprehensive and coordinated long-term vision that addresses  
16 Washington's demands for an excellent, effective educator workforce.  
17 The legislature recognizes that such an undertaking requires focused  
18 time and resources to develop meaningful policy options to expand the  
19 current and future workforce supply.

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

25 NEW SECTION. **Sec. 402.** A new section is added to chapter  
26 28A.410 RCW to read as follows:

27 THE COLLABORATIVE. (1) For the purpose of this section,  
28 "educator" means a paraeducator, teacher, principal, administrator,  
29 superintendent, school counselor, school psychologist, school social  
30 worker, school nurse, school physical therapist, school occupational  
31 therapist, or school speech-language pathologist or audiologist.  
32 "Educator" includes persons who hold, or have held, certificates as  
33 authorized by rule of the Washington professional educator standards  
34 board.

35 (2)(a) The professional educator collaborative is established to  
36 make recommendations on how to improve and strengthen state policies,

1 programs, and pathways that lead to highly effective educators at  
2 each level of the public school system.

3 (b) The collaborative shall examine issues related to educator  
4 recruitment, certification, retention, professional learning and  
5 development, leadership, and evaluation for effectiveness. The  
6 examination must consider what barriers and deterrents hinder the  
7 recruitment and retention of professional educators, including those  
8 from underrepresented populations. The collaborative shall also  
9 consider what incentives and supports could be provided at each stage  
10 of an educator's career to produce a more effective educational  
11 system. Specifically, the collaborative must review the following  
12 issues:

13 (i) Educator recruitment, including the role of school districts,  
14 community and technical colleges, preparation programs, and  
15 communities, and the effectiveness of financial incentives and other  
16 types of support;

17 (ii) Educator preparation, including traditional and alternative  
18 route program design and content, the role of community and technical  
19 colleges, field experience duration and quality, financial assistance  
20 and incentives, school district and community connections, and  
21 academic and social support for students;

22 (iii) Educator certificate types and tiers, including  
23 requirements for an initial or first-tier certificate, requirements  
24 to advance to the next tier, and requirements that are transferable  
25 between certificate types;

26 (iv) Educator certificate renewal requirements, including  
27 comparing professional growth plan requirements with the teacher and  
28 principal residency certificate renewal requirements established in  
29 RCW 28A.410.251;

30 (v) Educator evaluation, including comparison to educator  
31 certificate renewal requirements to determine inconsistent or  
32 duplicative requirements or efforts, implementation issues and tool  
33 refinement, and relationship with educator compensation;

34 (vi) Educator certificate reciprocity;

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

37 (viii) Leadership in the education system, including best  
38 practices of high quality leaders, training for principals and  
39 administrators, and identifying and developing teachers as leaders;  
40 and

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

4 (3)(a) The members of the collaborative must include  
5 representatives of the following organizations:

6 (i) The two largest caucuses of the senate and the house of  
7 representatives, appointed by the president of the senate and the  
8 speaker of the house of representatives, respectively;

9 (ii) The Washington professional educator standards board;

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

11 (iv) Washington professional educator standards board-approved  
12 educator preparation programs;

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

14 (vi) The Washington education association;

15 (vii) The Washington association of school administrators;

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

17 (ix) The association of Washington school counselors.

18 (b) Each organization listed in (a) of this subsection must  
19 designate one voting member, except that each legislator is a voting  
20 member.

21 (c) The collaborative shall choose its chair or cochairs from  
22 among its members.

23 (d) The voting members of the collaborative, where appropriate,  
24 may consult with stakeholders, including representatives of other  
25 educator associations, or ask stakeholders to establish an advisory  
26 committee. Members of such an advisory committee are not entitled to  
27 expense reimbursement.

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

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

35 (5) The collaborative must contract with a nonprofit, nonpartisan  
36 institute that conducts independent, high quality research to improve  
37 education policy and practice and that works with policymakers,  
38 researchers, educators, and others to advance evidence-based policies  
39 that support equitable learning for each child for the purpose of  
40 consultation and guidance on meeting agendas and materials

1 development, meeting facilitation, documenting collaborative  
2 discussions and recommendations, locating and summarizing useful  
3 policy and research documents, and drafting required reports.

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

10 (7)(a) By November 1, 2019, and in compliance with RCW 43.01.036,  
11 the collaborative shall submit a preliminary report to the education  
12 committees of the legislature that makes recommendations on the  
13 educator certificate types, tiers, and renewal issues described in  
14 subsection (2) of this section. The report must also describe the  
15 activities of the collaborative to date, and include any preliminary  
16 recommendations agreed to by the collaborative on other issues  
17 described in subsection (2) of this section.

18 (b) By November 1, 2020, and in compliance with RCW 43.01.036,  
19 the collaborative shall submit a final report to the education  
20 committees of the legislature that describes the activities of the  
21 collaborative since the preliminary report and makes recommendations  
22 on each issue described in subsection (2) of this section.

23 (8) This section expires August 31, 2021.

24 NEW SECTION. **Sec. 403.** This act is necessary for the immediate  
25 preservation of the public peace, health, or safety, or support of  
26 the state government and its existing public institutions, and takes  
27 effect immediately."

**E4SHB 1827** - S COMM AMD

By Committee on Early Learning & K-12 Education

28 On page 1, line 8 of the title, after "opportunities;" strike the  
29 remainder of the title and insert "amending RCW 28A.415.370,  
30 28A.660.020, 28A.660.035, 28B.10.033, 28B.76.699, 28A.630.205,  
31 28B.102.020, 28B.102.030, 28B.102.045, 28B.102.090, 28A.660.042,  
32 28A.660.045, 28B.102.055, 28B.102.080, 43.79A.040, 28B.15.558,  
33 28A.415.265, 28A.405.100, and 41.32.068; adding a new section to



1 chapter 28A.310 RCW; adding a new section to chapter 28A.630 RCW;  
2 adding new sections to chapter 28A.410 RCW; adding a new section to  
3 chapter 28B.10 RCW, adding new sections to chapter 28B.102 RCW;  
4 adding a new section to chapter 28A.660 RCW; adding a new section to  
5 chapter 28B.76 RCW; adding a new section to chapter 41.35 RCW;  
6 creating new sections; recodifying RCW 28A.660.042, 28A.660.045, and  
7 28A.630.205; repealing RCW 28B.102.010, 28B.102.040, 28B.102.050,  
8 28B.102.060, 28A.660.050, 28A.660.055; repealing 2016 c 233 s 19  
9 (uncodified); providing expiration dates; and declaring an  
10 emergency."

--- END ---