

E4SHB 1827 - S COMM AMD
By Committee on Ways & Means

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 (b) 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 examine and make recommendations on
18 recruitment of military personnel and their spouses into educator
19 positions within the school districts. For the purpose of this
20 section, "educator" means a paraeducator, teacher, principal,
21 administrator, superintendent, school counselor, school psychologist,
22 school social worker, school nurse, school physical therapist, school
23 occupational therapist, or school speech-language pathologist or
24 audiologist.

25 (2) By December 1, 2018, and in compliance with RCW 43.01.036,
26 the Washington professional educator standards board shall report its
27 findings and recommendations to the appropriate committees of the
28 legislature.

29 (3) This section expires June 30, 2019.

30 NEW SECTION. **Sec. 107.** A new section is added to chapter
31 28A.630 RCW to read as follows:

32 EDUCATIONAL SERVICE DISTRICT ALTERNATIVE ROUTE PILOT PROGRAM.

33 (1)(a) The professional educator standards board shall distribute
34 grants to an educational service district that volunteers to pilot an
35 alternative route teacher certification program, under chapter
36 28A.660 RCW. The purpose of the grant is to provide financial
37 assistance to teacher candidates enrolled in the educational service
38 district's alternative route teacher certification program with the

1 intent to pursue an initial teacher certificate. The board must
2 provide a grant sufficient to provide eight thousand dollars of
3 financial assistance to thirty teacher candidates in the 2018-19
4 school year and to forty teacher candidates in the 2019-20 school
5 year.

6 (b) In piloting the program, the educational service district
7 must:

8 (i) Engage retired or practicing teachers and administrators who
9 are knowledgeable and experienced classroom teachers to inform the
10 development and curriculum of the program;

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

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

17 (iv) Provide opportunities for classified staff to become
18 teachers.

19 (2) By November 1, 2023, the volunteer educational service
20 district must report to the professional educator standards board
21 with the outcomes of the pilot and any recommendations for
22 implementing alternative route teacher certification programs in
23 other educational service districts. The report must include the
24 following data: (a) The number of teacher candidates applying for,
25 and completing, the alternative route teacher certification program;
26 (b) the number of completers who become teachers, both in the
27 educational service district and elsewhere in the state; and (c)
28 retention of teachers in the educational service district before and
29 after implementation of the pilot. The data must be disaggregated by
30 race and ethnicity, gender, type of endorsement, and school. The
31 report must also include feedback from school principals and teachers
32 in the local school districts.

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

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

1 **PART II**

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

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

12 (2) Therefore, the legislature intends to:

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

14 (b) Remove barriers and disincentives; and

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

18 (3) The legislature further intends to provide conditional
19 scholarships to recruit persons into the profession of education and
20 to assist with keeping them in the profession during the early years
21 of their career. The legislature recognizes that the state need grant
22 does not meet the needs of many qualified students, so these
23 conditional scholarships are intended to be provided in a "last
24 dollar in" model. The legislature also intends for loan repayment
25 programs to help retain certificated educators who are already
26 working in the public common schools.

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

34 **FIELD PLACEMENTS**

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

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

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

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

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

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

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

35 (4) By December 1, 2018, and in compliance with RCW 43.01.036,
36 the student achievement council, in cooperation with the professional
37 educator standards board-approved teacher preparation programs, the
38 Washington state school directors' association, and the rural
39 education center at Washington State University, must submit a report
40 to the appropriate committees of the legislature. The report must

1 include policy recommendations to encourage or require the
2 professional educator standards board-approved teacher preparation
3 programs to develop relationships with, and provide supervisory
4 support for field placements of student teachers in, school districts
5 that are not in the general geographic area of an approved teacher
6 preparation program.

7 NEW SECTION. **Sec. 203.** A new section is added to chapter
8 28A.410 RCW to read as follows:

9 FIELD PLACEMENT PLANS. Each Washington professional educator
10 standards board-approved teacher preparation program, including an
11 alternative route teacher certification program, must develop a plan
12 regarding field placement of student teachers in accordance with RCW
13 28B.10.033.

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

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

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

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

26 GRANTS FOR STUDENT TEACHERS AT TITLE I SCHOOLS. (1) Subject to
27 the availability of amounts appropriated for this specific purpose,
28 the office shall administer a student teaching (~~((residency))~~) grant
29 program to provide additional funds to (~~((individuals—completing))~~)
30 student (~~((teaching—residencies))~~) teachers at Title I public common
31 schools in Washington.

32 (2) To qualify for the grant, recipients must be enrolled in a
33 Washington professional educator standards board-approved teacher
34 preparation program, be completing or about to start ((a)) student
35 teaching (~~((residency))~~) at a Title I public common school, and
36 demonstrate financial need, as defined by the office and consistent

1 with the income criteria required to receive the state need grant
2 established in chapter 28B.92 RCW or applicable rules.

3 (3)(a) Beginning December 1, 2020, and in compliance with RCW
4 43.01.036, the office must submit a biennial report to the
5 appropriate committees of the legislature. The report must provide
6 the following information:

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

11 (ii) Aggregate data on where grant recipients are teaching two
12 years and five years after obtaining a teacher certificate, and
13 whether grant recipients remain teaching in Title I public common
14 schools; and

15 (iii) Recommendations for modifying the grant program.

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

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

20 **BASIC SKILLS AND CONTENT TEST ASSISTANCE**

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

23 TEACHER ENDORSEMENT AND CERTIFICATION HELP PROGRAM. (1) Subject
24 to the availability of amounts appropriated for this specific
25 purpose, the teacher endorsement and certification help (~~(pilot~~
26 ~~project)) program, known as the TEACH (~~(pilot))~~ program, is created.
27 (~~The scale of the TEACH pilot is dependent on the level of funding~~
28 ~~appropriated.))~~~~

29 (2) The student achievement council, after consultation with the
30 professional educator standards board, shall have the power and duty
31 to develop and adopt rules as necessary under chapter 34.05 RCW to
32 administer the (~~(pilot project))~~ program described in this section.
33 The rules, which must be adopted by August 1, (~~(2016))~~ 2018, must
34 include:

35 (a) A TEACH (~~(pilot))~~ grant application process;

36 (b) A financial need verification process;

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

1 (d) A process for disbursing TEACH ((~~pilot~~)) grant awards to
2 selected applicants.

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

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

10 (a) Be enrolled in, have applied to, or have completed a
11 professional educator standards board-approved teacher preparation
12 program;

13 (b) Demonstrate financial need, as defined by the office of
14 student financial assistance and consistent with the income criteria
15 required to receive the state need grant established in chapter
16 28B.92 RCW or applicable rules;

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

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

21 (5) Beginning ((~~September~~)) August 1, ((~~2016~~)) 2018, the student
22 achievement council, in collaboration with the professional educator
23 standards board, shall award a TEACH ((~~pilot~~)) grant to a student who
24 meets the qualifications listed in this section and in rules
25 developed under this section. The TEACH ((~~pilot~~)) grant award must
26 cover the costs of basic skills and content tests required for
27 initial teacher certification. The council shall prioritize TEACH
28 ((~~pilot~~)) grant awards first to applicants registered for competency
29 tests in endorsement shortage areas and second to applicants with
30 greatest financial need. The council shall scale the number of TEACH
31 ((~~pilot~~)) grant awards to the amount of funds appropriated for this
32 purpose.

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

36 (7) ((~~By~~)) Beginning December ((~~31, 2018~~)) 1, 2020, and by
37 December 1st each even-numbered year thereafter, in compliance with
38 RCW 43.01.036, the student achievement council, in collaboration with
39 the professional educator standards board, shall submit a
40 ((~~preliminary~~)) report to the appropriate committees of the

1 legislature that details the effectiveness and costs of the ~~((pilot~~
2 ~~project))~~ program. The ~~((preliminary))~~ report must:

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

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

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

14 (c) Compare the numbers and demographic information of students
15 obtaining teaching certificates with endorsement competencies in the
16 endorsement shortage areas before and after implementation of the
17 ~~((pilot project,))~~ program; and

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

20 ~~((9))~~ (8) This section expires July 1, 2021.

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

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

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

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

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

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

34 (2) "Certificate" or "certificated" does not include a limited or
35 conditioned certificate.

36 (3) "Certificated employee" has the definition in RCW
37 28A.150.203. "Certificated employee" does not include a paraeducator.

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

5 ~~((3)) "Eligible student" means a student who is registered for at~~
6 ~~least six credit hours or the equivalent, demonstrates high academic~~
7 ~~achievement, is a resident student as defined by RCW 28B.15.012 and~~
8 ~~28B.15.013, and has a declared intention to complete an approved~~
9 ~~preparation program leading to initial teacher certification or~~
10 ~~required for earning an additional endorsement, and commits to~~
11 ~~teaching service in the state of Washington.~~

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

16 (5) "Eligible veteran or national guard member" means a
17 Washington domiciliary who was an active or reserve member of the
18 United States military or naval forces, or a national guard member
19 called to active duty, who served in active federal service, under
20 either Title 10 or Title 32 of the United States Code, in a war or
21 conflict fought on foreign soil or in international waters or in
22 another location in support of those serving on foreign soil or in
23 international waters, and if discharged from service, has received an
24 honorable discharge.

25 (6) "Forgiven" or "to forgive" or "forgiveness" means (~~(to~~
26 ~~render)) that all or part of a loan is canceled in exchange for~~
27 ~~service as a ((teacher)) certificated employee in an approved~~
28 ~~education program ((in the state of Washington in lieu of monetary~~
29 ~~repayment)).~~

30 ~~((6))~~ (7) "Institution of higher education" or "institution"
31 means a college or university in the state of Washington that is
32 accredited by an accrediting association recognized as such by rule
33 of the student achievement council.

34 ~~((7))~~ (8) "Loan repayment" means a federal student loan that is
35 repaid in whole or in part if the (~~(recipient renders service))~~
36 borrower serves as a (~~(teacher)~~) certificated employee in an approved
37 education program (~~(in Washington state)~~).

38 ~~((8))~~ (9) "Office" means the office of student financial
39 assistance.

1 ~~((9))~~ (10) "Participant" means ~~((an eligible student))~~ a person
2 who has received a conditional scholarship or loan repayment under
3 this chapter.

4 ~~((10))~~ (11) "Public school" ~~((means an elementary school, a~~
5 ~~middle school, junior high school, or high school within the public~~
6 ~~school system referred to in Article IX of the state Constitution))~~
7 has the same meaning as in RCW 28A.150.010.

8 ~~((11) "Satisfied" means paid in full.~~

9 ~~(12) "Teacher))~~ (12) "Shortage area" means ~~((a shortage of~~
10 ~~elementary or secondary school teachers in a specific subject area,~~
11 ~~discipline, classification,))~~ an endorsement or geographic area as
12 defined by the Washington professional educator standards board, in
13 consultation with the office of the superintendent of public
14 instruction, with a shortage of certificated employees. "Shortage
15 area" must be defined biennially using quantitative and qualitative
16 measures.

17 **Sec. 208.** RCW 28B.102.030 and 2012 c 229 s 563 are each amended
18 to read as follows:

19 ADMINISTRATION. ~~((The future teachers conditional scholarship and~~
20 ~~loan repayment program is established. The program shall be~~
21 ~~administered by the student achievement council.))~~ In administering
22 ~~((the))~~ educator conditional scholarship and loan repayment programs
23 under this chapter, the student achievement council shall have the
24 following powers and duties:

25 (1) Select ~~((students))~~ persons, in collaboration with the
26 professional educator standards board, to receive conditional
27 scholarships or loan repayments;

28 (2) Adopt necessary rules and guidelines;

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

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

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

37 NEW SECTION. **Sec. 209.** A new section is added to chapter
38 28B.102 RCW to read as follows:

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

5 (2) The office shall consult with a stakeholder group to develop
6 awarding criteria, consistent with the requirements in this section,
7 for the selection of eligible participants for each program based on
8 the minimum qualifications established in this section and any
9 additional qualifications established in each program description
10 under this chapter.

11 (3) The professional educator standards board shall manage the
12 candidate selection and grant application process for the following
13 programs:

- 14 (a) The alternative route block grant;
- 15 (b) The alternative route conditional scholarship program;
- 16 (c) The educator retooling conditional scholarship program;
- 17 (d) The pipeline for paraeducators conditional scholarship
18 program;
- 19 (e) The recruiting Washington teachers program; and
- 20 (f) The career and technical education scholarship program.

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

- 24 (a) Have a financial need, as defined by the office and
25 consistent with the income criteria required to receive the state
26 need grant established in chapter 28B.92 RCW or applicable rules; or
- 27 (b) Be selected by the professional educator standards board for
28 the programs mentioned in subsection (3) of this section.

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

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

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

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

8 NEW SECTION. **Sec. 211.** A new section is added to chapter
9 28B.102 RCW to read as follows:

10 AWARDS—TERMS, USES, SOURCE. (1)(a) The office and the
11 professional educator standards board shall maximize the conditional
12 scholarships and loan repayments awarded under this chapter. When
13 developing award terms and conditions, the office and the
14 professional educator standards board must consider the purpose of
15 each conditional scholarship and loan repayment program and recognize
16 the total cost of attendance for each Washington professional
17 educator standards board-approved educator preparation program.

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

21 (2) The allowable uses of a conditional scholarship under this
22 chapter include: Tuition and fees, transportation and housing costs,
23 and educational expenses, including books, supplies, equipment, or
24 technology.

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

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

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

33 TEACHER SHORTAGE CONDITIONAL SCHOLARSHIP PROGRAM. (1) Subject to
34 the availability of amounts appropriated for this specific purpose,
35 (~~((the office shall develop and administer))~~) the teacher shortage
36 conditional (~~((grant program as a subprogram within the future~~
37 ~~teachers conditional scholarship and loan repayment program))~~)
38 scholarship program is created. The purpose of the (~~teacher shortage~~

1 conditional grant)) program is to provide financial aid to encourage
2 ~~((individuals))~~ persons to become teachers ~~((by providing financial~~
3 ~~aid to individuals enrolled in professional educator standards-~~
4 ~~approved teacher preparation programs))~~ and to retain these teachers
5 in shortage areas.

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

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

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

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

36 (c) ~~In developing the conditional grant award amounts, the office~~
37 ~~must consider whether the individual is: Enrolled in a public or~~
38 ~~private institution of higher education, a resident, in a~~
39 ~~baccalaureate or postbaccalaureate program, or in an alternative~~
40 ~~route teacher certification program. In addition, the award amounts~~

1 ~~must not result in a reduction of the individual's federal or state~~
2 ~~grant aid, including Pell grants, state need grants, college bound~~
3 ~~scholarships, or opportunity scholarships.~~

4 ~~(d) In developing the repayment requirements for a conditional~~
5 ~~grant that is converted into a loan, the terms and conditions of the~~
6 ~~loan must follow the interest rate and repayment terms of the federal~~
7 ~~direct subsidized loan program. In addition, the office must consider~~
8 ~~the following repayment schedule:~~

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

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

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

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

21 ~~(5) By November 1, 2018, and November 1, 2020, the office shall~~
22 ~~submit reports, in accordance with RCW 43.01.036, to the appropriate~~
23 ~~committees of the legislature that recommend whether the teacher~~
24 ~~shortage conditional grant program under this section should be~~
25 ~~continued, modified, or terminated, and that include information~~
26 ~~about the recipients of the grants under this program)) To qualify~~
27 ~~for the program an applicant must:~~

28 ~~(a) Be accepted into, and maintain enrollment in, a Washington~~
29 ~~professional educator standards board-approved teacher preparation~~
30 ~~program leading to an initial teacher certificate; and~~

31 ~~(b) Intend to pursue an initial teacher certificate with an~~
32 ~~endorsement in a shortage area.~~

33 ~~(3) Participants are eligible to receive a teacher shortage~~
34 ~~conditional scholarship for up to four academic years.~~

35 NEW SECTION. Sec. 213. A new section is added to chapter
36 28B.102 RCW to read as follows:

37 ALTERNATIVE ROUTE CONDITIONAL SCHOLARSHIP PROGRAM. (1) The
38 alternative route conditional scholarship program is created. The
39 purpose of the program is to encourage persons to become teachers

1 through alternative route teacher certification programs by providing
2 financial aid and to retain these teachers in shortage areas.

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

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

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

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

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

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

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

27 (a) Not have earned a college degree;

28 (b) Provide documentation from his or her school district or
29 building ((validation)) of ((qualifications, including three)) two
30 years of successful student interaction and leadership as a
31 classified instructional employee;

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

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

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

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

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

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

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

17 ~~(b) Individuals having an elementary education certificate but~~
18 ~~who are not employed in positions requiring an elementary education~~
19 ~~certificate shall pursue an endorsement in a subject or geographic~~
20 ~~endorsement shortage area, as defined by the professional educator~~
21 ~~standards board, including but not limited to, mathematics, science,~~
22 ~~special education, bilingual education, English language learner,~~
23 ~~computer science education, or environmental and sustainability~~
24 ~~education.))~~

25 The purpose of the program is to increase the number of
26 public school teachers with endorsements in shortage areas.

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

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

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

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

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

36 NEW SECTION. **Sec. 216.** A new section is added to chapter
37 28B.102 RCW to read as follows:

38 CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.
39 (1) The career and technical education conditional scholarship
program is created. The purpose of the program is to provide

1 financial aid for nonteachers and teachers to obtain necessary
2 certificates and endorsements through any approved route to become
3 career and technical education teachers.

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

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

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

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

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

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

16 (c) Intend to teach career and technical education courses that
17 expose students to high employer demand fields in Washington, where
18 "high employer demand fields" are determined by the Washington
19 professional educator standards board in consultation with the
20 workforce training and education coordinating board and the office of
21 the superintendent of public instruction.

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

24 NEW SECTION. **Sec. 217.** A new section is added to chapter
25 28B.102 RCW to read as follows:

26 RESPONSIBILITIES IN SCHOLARSHIP PROGRAMS. (1) Within existing
27 resources, the student achievement council, the professional educator
28 standards board, and the office of the superintendent of public
29 instruction must make joint recommendations on clarifying, shifting,
30 or maintaining roles and responsibilities in scholarship programs
31 under this chapter.

32 (2) The recommendations required in this section must be
33 submitted, in accordance with RCW 43.01.036, to the education
34 committees of the house of representatives and senate by November 1,
35 2018.

36 NEW SECTION. **Sec. 218.** A new section is added to chapter
37 28B.102 RCW to read as follows:

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

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

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

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

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

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

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

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

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

12 (2) The agreement shall specify the period of time it is in
13 effect and detail the obligations of the office and the participant,
14 including the amount to be paid to the participant. The ratio of loan
15 repayment to years of teaching service for the loan repayment program
16 must be the same as established for the conditional scholarship
17 programs under section 218 of this act. The agreement ~~((may))~~ must
18 also specify the ~~((geographic location and subject matter))~~ shortage
19 area of teaching service for which loan repayment will be provided.

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

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

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

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

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

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

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

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

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

8 NEW SECTION. **Sec. 220.** A new section is added to chapter
9 28B.102 RCW to read as follows:

10 REPORTS TO THE LEGISLATURE. Beginning November 1, 2018, and by
11 November 1st each even year thereafter, the office shall submit a
12 report, in accordance with RCW 43.01.036, to the appropriate
13 committees of the legislature recommending whether the educator
14 conditional scholarship and loan repayment programs under this
15 chapter should be continued, modified, or terminated. The report must
16 include information about the number of applicants for, and
17 participants in, each program. To the extent possible, this
18 information should be disaggregated by age, gender, race and
19 ethnicity, family income, and unmet financial need. The report must
20 include information about participant deferments and repayments. The
21 report must also include information on moneys received by and
22 disbursed from the educator conditional scholarship account under RCW
23 28B.102.080 each fiscal year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 class C purse fund account, the individual development account
2 program account, the Washington horse racing commission operating
3 account, the life sciences discovery fund, the Washington state
4 heritage center account, the reduced cigarette ignition propensity
5 account, the center for childhood deafness and hearing loss account,
6 the school for the blind account, the Millersylvania park trust fund,
7 the public employees' and retirees' insurance reserve fund, and the
8 radiation perpetual maintenance fund.

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

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

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

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

28 (1) RCW 28B.102.010 (Intent—Legislative findings) and 2004 c 58 s
29 1 & 1987 c 437 s 1;

30 (2) RCW 28B.102.040 (Selection of participants—Processes—
31 Criteria) and 2011 1st sp.s. c 11 s 178, 2008 c 170 s 306, & 2005 c
32 518 s 918;

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

36 (4) RCW 28B.102.060 (Repayment obligation) and 2011 1st sp.s. c
37 11 s 181, 2011 c 26 s 4, 2004 c 58 s 7, 1996 c 53 s 2, 1993 c 423 s
38 1, 1991 c 164 s 6, & 1987 c 437 s 6;

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

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

7 NEW SECTION. **Sec. 224.** RECODIFICATION. RCW 28A.660.042 and
8 28A.660.045 are each recodified as sections in chapter 28B.102 RCW.

9 NEW SECTION. **Sec. 225.** A new section is added to chapter
10 28A.660 RCW to read as follows:

11 Nothing in sections 207 through 223 of this act modifies or
12 otherwise affects conditional scholarship or loan repayment
13 agreements under this chapter or chapter 28B.102 RCW existing before
14 the effective date of this section.

15 NEW SECTION. **Sec. 226.** A new section is added to chapter
16 28B.102 RCW to read as follows:

17 Nothing in sections 207 through 223 of this act modifies or
18 otherwise affects conditional scholarship or loan repayment
19 agreements under this chapter or chapter 28A.660 RCW existing before
20 the effective date of this section.

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

23 **TUITION WAIVERS**

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

26 SPACE AVAILABLE TUITION WAIVERS. (1) The governing boards of the
27 state universities, the regional universities, The Evergreen State
28 College, and the community and technical colleges may waive all or a
29 portion of the tuition and services and activities fees for state
30 employees as defined under subsection (2) of this section (~~and~~),
31 teachers(~~(7)~~) and other certificated instructional staff under
32 subsection (3) of this section, and K-12 classified staff under

1 subsection (4) of this section. The enrollment of these persons is
2 pursuant to the following conditions:

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

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

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

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

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

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

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

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

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

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

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

38 (6) If an institution of higher education exercises the authority
39 granted under this section, it shall include all eligible state

1 employees in the pool of persons eligible to participate in the
2 program.

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

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

12 **TEACHER PREPARATION PROGRAM EXPANSION**

13 NEW SECTION. **Sec. 229.** EXPAND ENROLLMENTS IN HIGH-NEED SUBJECTS
14 AND LOCATIONS. The legislature recognizes the important role of
15 teacher preparation programs in addressing the shortages in the
16 educator career continuum. Through the omnibus appropriations act,
17 the legislature intends to prioritize the expansion of teacher
18 preparation program enrollments in high-need subjects and high-need
19 locations within the state, taking into consideration the community
20 and technical colleges' capacity to contribute to teacher
21 preparation.

22 **PART III**

23 **RETENTION STRATEGIES**

24 NEW SECTION. **Sec. 301.** FINDINGS—INTENT. (1) The legislature
25 finds that problems with educator retention within a school or school
26 district are largely reflective of conditions affecting the school
27 and district. The legislature acknowledges that the demands on
28 educators must be balanced with an encouragement of their excitement
29 for the profession. The legislature further finds that professional
30 educators want to improve students' lives through education, and the
31 public school system should empower them to do so. The legislature
32 recognizes that barriers to educator retention must be addressed,
33 such as lack of induction and mentoring for beginning educators,
34 complicated and burdensome certification requirements, and frequent
35 comprehensive performance evaluation requirements for proficient and
36 distinguished educators.

1 (2) The legislature finds that the most successful education
2 systems have robust, well-prepared educators and educator leaders,
3 with ample and relevant mentoring and professional learning
4 opportunities appropriate to their roles and career aspirations.
5 Further, the legislature finds that cultivating a public common
6 school system that focuses on the growth of educator knowledge,
7 skills, and dispositions to help students perform at high levels not
8 only supports better professional practice, but results in greater
9 professional satisfaction for educators.

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

17 (4) Further efforts can also focus on the improvement of working
18 conditions within schools and school districts. The legislature
19 intends to expand upon successful educator induction and mentoring
20 programs such as the beginning educator support team program, and to
21 streamline the teacher and principal evaluation program requirements
22 for the highest performing educators.

23 BEGINNING EDUCATOR SUPPORT

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

26 (1) For the purposes of this section, a mentor is an educator
27 who: Has ((achieved appropriate)) successfully completed training in
28 assisting, coaching, and advising beginning principals, beginning
29 teachers, or student ((teaching residents)) teachers as defined by
30 the office of the superintendent of public instruction((, such as
31 national board certification or other specialized training)); has
32 been selected using mentor standards developed by the office of the
33 superintendent of public instruction; and is participating in ongoing
34 mentor skills professional development.

35 (2)(a) The beginning educator support team program is established
36 to provide professional development and ((mentor support)) mentoring
37 for beginning ((educators)) principals, beginning teachers, and
38 candidates in alternative route teacher certification programs under

1 ~~chapter 28A.660 RCW ((28A.660.040, and educators on probation under~~
2 ~~RCW 28A.405.100, to be composed of the beginning educator support~~
3 ~~team for beginning educators and continuous improvement coaching for~~
4 ~~educators on probation, as provided in this section)).~~

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

8 (3) Subject to the availability of amounts appropriated for this
9 specific purpose, the office of the superintendent of public
10 instruction shall allocate funds for the beginning educator support
11 team program on a competitive basis to individual school districts or
12 consortia of districts. School districts are encouraged to include
13 educational service districts in creating regional consortia. In
14 allocating funds, the office of the superintendent of public
15 instruction shall give priority to:

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

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

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

26 (4) A portion of the appropriated funds may be used for program
27 coordination and provision of statewide or regional professional
28 development through the office of the superintendent of public
29 instruction.

30 (5) A beginning educator support team program must include the
31 following components:

32 (a) A paid instructional orientation or individualized assistance
33 before the start of the school year for ~~((beginning educators))~~
34 program participants;

35 (b) Assignment of a trained and qualified mentor for ~~((the~~
36 ~~first))~~ up to three years for ~~((beginning educators))~~ program
37 participants, with intensive support in the first year and decreasing
38 support ~~((over the following))~~ in subsequent years ~~((depending on the~~
39 ~~needs of the beginning educator))~~;

1 (c) A goal to provide (~~beginning teachers~~) program participants
2 from underrepresented populations with a mentor who has strong ties
3 to underrepresented populations;

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

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

8 (f) Release time for mentors and (~~their designated educators~~)
9 program participants to work together, as well as time for
10 (~~educators~~) program participants to observe accomplished peers;
11 (~~and~~)

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

14 (h) Nonevaluative observations with written feedback for program
15 participants;

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

19 (j) Adherence to research-based standards for beginning educator
20 induction developed by the office of the superintendent of public
21 instruction; and

22 (k) A program evaluation using a standard evaluation tool or
23 tools (~~provided from~~) designed by the office of the superintendent
24 of public instruction that measures: (i) Increased knowledge, skills,
25 and positive impact on student learning for program participants; and
26 (ii) increased retention of program participants.

27 (6) Subject to the availability of amounts appropriated for this
28 specific purpose, the beginning educator support team program
29 components under subsection (3) of this section may be provided for
30 continuous improvement coaching to support educators on probation
31 under RCW 28A.405.100.

32 **EVALUATIONS**

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

35 (1)(a) Except as provided in subsection (2) of this section, the
36 superintendent of public instruction shall establish and may amend
37 from time to time minimum criteria for the evaluation of the
38 professional performance capabilities and development of certificated

1 classroom teachers and certificated support personnel. For classroom
2 teachers the criteria shall be developed in the following categories:
3 Instructional skill; classroom management, professional preparation
4 and scholarship; effort toward improvement when needed; the handling
5 of student discipline and attendant problems; and interest in
6 teaching pupils and knowledge of subject matter.

7 (b) Every board of directors shall, in accordance with procedure
8 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and
9 41.59.920, establish evaluative criteria and procedures for all
10 certificated classroom teachers and certificated support personnel.
11 The evaluative criteria must contain as a minimum the criteria
12 established by the superintendent of public instruction pursuant to
13 this section and must be prepared within six months following
14 adoption of the superintendent of public instruction's minimum
15 criteria. The district must certify to the superintendent of public
16 instruction that evaluative criteria have been so prepared by the
17 district.

18 (2)(a) (~~Pursuant to the implementation schedule established in~~
19 ~~subsection (7)(c) of this section,~~) Every board of directors shall,
20 in accordance with procedures provided in RCW 41.59.010 through
21 41.59.170, 41.59.910, and 41.59.920, establish (~~revised~~) evaluative
22 criteria and a four-level rating system for all certificated
23 classroom teachers.

24 (b) The minimum criteria shall include: (i) Centering instruction
25 on high expectations for student achievement; (ii) demonstrating
26 effective teaching practices; (iii) recognizing individual student
27 learning needs and developing strategies to address those needs; (iv)
28 providing clear and intentional focus on subject matter content and
29 curriculum; (v) fostering and managing a safe, positive learning
30 environment; (vi) using multiple student data elements to modify
31 instruction and improve student learning; (vii) communicating and
32 collaborating with parents and the school community; and (viii)
33 exhibiting collaborative and collegial practices focused on improving
34 instructional practice and student learning. Student growth data must
35 be a substantial factor in evaluating the (~~summative~~) performance
36 of certificated classroom teachers for at least three of the
37 evaluation criteria listed in this subsection.

38 (c) The four-level rating system used to evaluate the
39 certificated classroom teacher must describe performance along a
40 continuum that indicates the extent to which the criteria have been

1 met or exceeded. The (~~summative~~) performance ratings shall be as
2 follows: Level 1 - unsatisfactory; level 2 - basic; level 3 -
3 proficient; and level 4 - distinguished. A classroom teacher shall
4 receive one of the four (~~summative~~) performance ratings for each of
5 the minimum criteria in (b) of this subsection and one of the four
6 (~~summative~~) performance ratings for the evaluation as a whole,
7 which shall be the comprehensive (~~summative-evaluation~~) performance
8 rating. (~~By December 1, 2012,~~) The superintendent of public
9 instruction must adopt rules prescribing a common method for
10 calculating the comprehensive (~~summative-evaluation~~) performance
11 rating for each of the preferred instructional frameworks, including
12 for a focused performance evaluation under subsection (12) of this
13 section, giving appropriate weight to the indicators evaluated under
14 each criteria and maximizing rater agreement among the frameworks.

15 (d) (~~By December 1, 2012,~~) The superintendent of public
16 instruction shall adopt rules that provide descriptors for each of
17 the (~~summative~~) performance ratings(~~, based on the development~~
18 ~~work of pilot school districts under subsection (7) of this section.~~
19 ~~Any subsequent changes to the descriptors by the superintendent may~~
20 ~~only be~~) with updates to the rules made following consultation with
21 (~~a group broadly reflective of the parties represented~~) the
22 steering committee described in subsection (7)(a)(i) of this section.

23 (e) (~~By September 1, 2012,~~) The superintendent of public
24 instruction shall identify up to three preferred instructional
25 frameworks that support the (~~revised~~) four-level rating evaluation
26 system. The instructional frameworks shall be research-based and
27 establish definitions or rubrics for each of the four (~~summative~~)
28 performance ratings for each evaluation criteria. Each school
29 district must adopt one of the preferred instructional frameworks and
30 post the selection on the district's web site. The superintendent of
31 public instruction shall establish a process for approving minor
32 modifications or adaptations to a preferred instructional framework
33 that may be proposed by a school district.

34 (f) Student growth data that is relevant to the teacher and
35 subject matter must be a factor in the evaluation process and must be
36 based on multiple measures that can include classroom-based, school-
37 based, district-based, and state-based tools. Student growth data
38 elements may include the teacher's performance as a member of a
39 grade-level, subject matter, or other instructional team within a
40 school when the use of this data is relevant and appropriate. Student

1 growth data elements may also include the teacher's performance as a
2 member of the overall instructional team of a school when use of this
3 data is relevant and appropriate. As used in this subsection,
4 "student growth" means the change in student achievement between two
5 points in time.

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

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

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

27 (4)(a) At any time after October 15th, an employee whose work is
28 not judged satisfactory based on district evaluation criteria shall
29 be notified in writing of the specific areas of deficiencies along
30 with a reasonable program for improvement. For classroom teachers who
31 ~~((have been transitioned to the revised evaluation system pursuant to
32 the district implementation schedule adopted under subsection (7)(c)
33 of this section))~~ are required to be on the four-level rating
34 evaluation system, the following comprehensive ~~((summative
35 evaluation))~~ performance ratings based on the evaluation criteria in
36 subsection (2)(b) of this section mean a classroom teacher's work is
37 not judged satisfactory:

- 38 (i) Level 1; or
- 39 (ii) Level 2 if the classroom teacher is a continuing contract
40 employee under RCW 28A.405.210 with more than five years of teaching

1 experience and if the level 2 comprehensive (~~summative evaluation~~)
2 performance rating has been received for two consecutive years or for
3 two years within a consecutive three-year time period.

4 (b) During the period of probation, the employee may not be
5 transferred from the supervision of the original evaluator.
6 Improvement of performance or probable cause for nonrenewal must
7 occur and be documented by the original evaluator before any
8 consideration of a request for transfer or reassignment as
9 contemplated by either the individual or the school district. A
10 probationary period of sixty school days shall be established. Days
11 may be added if deemed necessary to complete a program for
12 improvement and evaluate the probationer's performance, as long as
13 the probationary period is concluded before May 15th of the same
14 school year. The probationary period may be extended into the
15 following school year if the probationer has five or more years of
16 teaching experience and has a comprehensive (~~summative evaluation~~)
17 performance rating as of May 15th of less than level 2. The
18 establishment of a probationary period does not adversely affect the
19 contract status of an employee within the meaning of RCW 28A.405.300.
20 The purpose of the probationary period is to give the employee
21 opportunity to demonstrate improvements in his or her areas of
22 deficiency. The establishment of the probationary period and the
23 giving of the notice to the employee of deficiency shall be by the
24 school district superintendent and need not be submitted to the board
25 of directors for approval. During the probationary period the
26 evaluator shall meet with the employee at least twice monthly to
27 supervise and make a written evaluation of the progress, if any, made
28 by the employee. The evaluator may authorize one additional
29 certificated employee to evaluate the probationer and to aid the
30 employee in improving his or her areas of deficiency. Should the
31 evaluator not authorize such additional evaluator, the probationer
32 may request that an additional certificated employee evaluator become
33 part of the probationary process and this request must be implemented
34 by including an additional experienced evaluator assigned by the
35 educational service district in which the school district is located
36 and selected from a list of evaluation specialists compiled by the
37 educational service district. Such additional certificated employee
38 shall be immune from any civil liability that might otherwise be
39 incurred or imposed with regard to the good faith performance of such
40 evaluation. If a procedural error occurs in the implementation of a

1 program for improvement, the error does not invalidate the
2 probationer's plan for improvement or evaluation activities unless
3 the error materially affects the effectiveness of the plan or the
4 ability to evaluate the probationer's performance. The probationer
5 must be removed from probation if he or she has demonstrated
6 improvement to the satisfaction of the evaluator in those areas
7 specifically detailed in his or her initial notice of deficiency and
8 subsequently detailed in his or her program for improvement. A
9 classroom teacher who ~~((has been transitioned to the revised
10 evaluation system pursuant to the district implementation schedule
11 adopted under subsection (7)(c) of this section))~~ is required to be
12 on the four-level rating evaluation system must be removed from
13 probation if he or she has demonstrated improvement that results in a
14 new comprehensive ~~((summative evaluation))~~ performance rating of
15 level 2 or above for a provisional employee or a continuing contract
16 employee with five or fewer years of experience, or of level 3 or
17 above for a continuing contract employee with more than five years of
18 experience. Lack of necessary improvement during the established
19 probationary period, as specifically documented in writing with
20 notification to the probationer constitutes grounds for a finding of
21 probable cause under RCW 28A.405.300 or 28A.405.210.

22 (c) When a continuing contract employee with five or more years
23 of experience receives a comprehensive ~~((summative evaluation))~~
24 performance rating below level 2 for two consecutive years, the
25 school district shall, within ten days of the completion of the
26 second ~~((summative))~~ comprehensive ~~((comprehensive summative))~~
27 performance evaluation or May 15th, whichever occurs first, implement
28 the employee notification of discharge as provided in RCW
29 28A.405.300.

30 (d) Immediately following the completion of a probationary period
31 that does not produce performance changes detailed in the initial
32 notice of deficiencies and program for improvement, the employee may
33 be removed from his or her assignment and placed into an alternative
34 assignment for the remainder of the school year. In the case of a
35 classroom teacher who ~~((has been transitioned to the revised
36 evaluation system pursuant to the district implementation schedule
37 adopted under subsection (7)(c) of this section))~~ is required to be
38 on the four-level rating evaluation system, the teacher may be
39 removed from his or her assignment and placed into an alternative
40 assignment for the remainder of the school year immediately following

1 the completion of a probationary period that does not result in the
2 required comprehensive (~~summative evaluation~~) performance ratings
3 specified in (b) of this subsection. This reassignment may not
4 displace another employee nor may it adversely affect the
5 probationary employee's compensation or benefits for the remainder of
6 the employee's contract year. If such reassignment is not possible,
7 the district may, at its option, place the employee on paid leave for
8 the balance of the contract term.

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

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

27 (b) The minimum criteria shall include: (i) Creating a school
28 culture that promotes the ongoing improvement of learning and
29 teaching for students and staff; (ii) demonstrating commitment to
30 closing the achievement gap; (iii) providing for school safety; (iv)
31 leading the development, implementation, and evaluation of a data-
32 driven plan for increasing student achievement, including the use of
33 multiple student data elements; (v) assisting instructional staff
34 with alignment of curriculum, instruction, and assessment with state
35 and local district learning goals; (vi) monitoring, assisting, and
36 evaluating effective instruction and assessment practices; (vii)
37 managing both staff and fiscal resources to support student
38 achievement and legal responsibilities; and (viii) partnering with
39 the school community to promote student learning. Student growth data
40 must be a substantial factor in evaluating the (~~summative~~)

1 performance of the principal for at least three of the evaluation
2 criteria listed in this subsection.

3 (c) The four-level rating system used to evaluate the principal
4 must describe performance along a continuum that indicates the extent
5 to which the criteria have been met or exceeded. The ~~((summative))~~
6 performance ratings shall be as follows: Level 1 - unsatisfactory;
7 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A
8 principal shall receive one of the four ~~((summative))~~ performance
9 ratings for each of the minimum criteria in (b) of this subsection
10 and one of the four summative performance ratings for the evaluation
11 as a whole, which shall be the comprehensive ~~((summative-evaluation))~~
12 performance rating.

13 (d) ~~((By December 1, 2012,))~~ The superintendent of public
14 instruction shall adopt rules that provide descriptors for each of
15 the ~~((summative))~~ performance ratings, ~~((based on the development
16 work of pilot school districts under subsection (7) of this section.
17 Any subsequent changes to the descriptors by the superintendent may
18 only be))~~ with updates to the rules made following consultation with
19 ~~((a group broadly reflective of the parties represented))~~ the
20 steering committee described in subsection (7)(a)(i) of this section.

21 (e) ~~((By September 1, 2012,))~~ The superintendent of public
22 instruction shall identify up to three preferred leadership
23 frameworks that support the ~~((revised))~~ four-level rating evaluation
24 system. The leadership frameworks shall be research-based and
25 establish definitions or rubrics for each of the four performance
26 ratings for each evaluation criteria. Each school district shall
27 adopt one of the preferred leadership frameworks and post the
28 selection on the district's web site. The superintendent of public
29 instruction shall establish a process for approving minor
30 modifications or adaptations to a preferred leadership framework that
31 may be proposed by a school district.

32 (f) Student growth data that is relevant to the principal must be
33 a factor in the evaluation process and must be based on multiple
34 measures that can include classroom-based, school-based, district-
35 based, and state-based tools. As used in this subsection, "student
36 growth" means the change in student achievement between two points in
37 time.

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

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

6 (i) Level 1; or

7 (ii) Level 2 if the principal has more than five years of
8 experience in the principal role and if the level 2 comprehensive
9 ~~((summative evaluation))~~ performance rating has been received for two
10 consecutive years or for two years within a consecutive three-year
11 time period.

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

24 (b) ~~A new certificated classroom teacher evaluation system that~~
25 ~~implements the provisions of subsection (2) of this section and a new~~
26 ~~principal evaluation system that implements the provisions of~~
27 ~~subsection (6) of this section shall be phased in beginning with the~~
28 ~~2010-11 school year by districts identified in (d) of this subsection~~
29 ~~and implemented in all school districts beginning with the 2013-14~~
30 ~~school year.~~

31 (c) ~~Each school district board of directors shall adopt a~~
32 ~~schedule for implementation of the revised evaluation systems that~~
33 ~~transitions a portion of classroom teachers and principals in the~~
34 ~~district to the revised evaluation systems each year beginning no~~
35 ~~later than the 2013-14 school year, until all classroom teachers and~~
36 ~~principals are being evaluated under the revised evaluation systems~~
37 ~~no later than the 2015-16 school year. A school district is not~~
38 ~~precluded from completing the transition of all classroom teachers~~
39 ~~and principals to the revised evaluation systems before the 2015-16~~
40 ~~school year. The schedule adopted under this subsection (7)(c) must~~

1 provide that the following employees are transitioned to the revised
2 evaluation systems beginning in the 2013-14 school year:

3 (i) Classroom teachers who are provisional employees under RCW
4 28A.405.220;

5 (ii) Classroom teachers who are on probation under subsection (4)
6 of this section;

7 (iii) Principals in the first three consecutive school years of
8 employment as a principal;

9 (iv) Principals whose work is not judged satisfactory in their
10 most recent evaluation; and

11 (v) Principals previously employed as a principal by another
12 school district in the state of Washington for three or more
13 consecutive school years and in the first full year as a principal in
14 the school district.

15 (d) A set of school districts shall be selected by the
16 superintendent of public instruction to participate in a
17 collaborative process resulting in the development and piloting of
18 new certificated classroom teacher and principal evaluation systems
19 during the 2010-11 and 2011-12 school years. These school districts
20 must be selected based on: (i) The agreement of the local
21 associations representing classroom teachers and principals to
22 collaborate with the district in this developmental work and (ii) the
23 agreement to participate in the full range of development and
24 implementation activities, including: Development of rubrics for the
25 evaluation criteria and ratings in subsections (2) and (6) of this
26 section; identification of or development of appropriate multiple
27 measures of student growth in subsections (2) and (6) of this
28 section; development of appropriate evaluation system forms;
29 participation in professional development for principals and
30 classroom teachers regarding the content of the new evaluation
31 system; participation in evaluator training; and participation in
32 activities to evaluate the effectiveness of the new systems and
33 support programs. The school districts must submit to the office of
34 the superintendent of public instruction data that is used in
35 evaluations and all district collected student achievement, aptitude,
36 and growth data regardless of whether the data is used in
37 evaluations. If the data is not available electronically, the
38 district may submit it in nonelectronic form. The superintendent of
39 public instruction must analyze the districts' use of student data in
40 evaluations, including examining the extent that student data is not

1 used or is underutilized. The superintendent of public instruction
2 must also consult with participating districts and stakeholders,
3 recommend appropriate changes, and address statewide implementation
4 issues. The superintendent of public instruction shall report
5 evaluation system implementation status, evaluation data, and
6 recommendations to appropriate committees of the legislature and
7 governor by July 1, 2011, and at the conclusion of the development
8 phase by July 1, 2012. In the July 1, 2011, report, the
9 superintendent shall include recommendations for whether a single
10 statewide evaluation model should be adopted, whether modified
11 versions developed by school districts should be subject to state
12 approval, and what the criteria would be for determining if a school
13 district's evaluation model meets or exceeds a statewide model. The
14 report shall also identify challenges posed by requiring a state
15 approval process.

16 (e)(i) The steering committee in subsection (7)(a) of this
17 section and the pilot school districts in subsection (7)(d) of this
18 section shall continue to examine implementation issues and refine
19 tools for the new certificated classroom teacher evaluation system in
20 subsection (2) of this section and the new principal evaluation
21 system in subsection (6) of this section during the 2013-14 through
22 2015-16 implementation phase.

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

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

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

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

34 (D) Refining evaluation system management tools, professional
35 development programs, and evaluator training programs with an
36 emphasis on developing rater reliability;

37 (E) Reviewing emerging research regarding teacher and principal
38 evaluation systems and the development and implementation of
39 evaluation systems in other states;

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

4 ~~(G) Developing recommendations regarding how teacher evaluations~~
5 ~~could inform state policies regarding the criteria for a teacher to~~
6 ~~obtain continuing contract status under RCW 28A.405.210. In~~
7 ~~developing these recommendations the experiences of school districts~~
8 ~~and teachers during the evaluation transition phase must be~~
9 ~~considered. Recommendations must be reported by July 1, 2016, to the~~
10 ~~legislature and the governor.~~

11 ~~(iii) To support the tasks in (e)(ii) of this subsection, the~~
12 ~~superintendent of public instruction may contract with an independent~~
13 ~~research organization with expertise in educator evaluations and~~
14 ~~knowledge of the revised evaluation systems being implemented under~~
15 ~~this section.~~

16 ~~(iv)) (i) The following participants must be known as the~~
17 ~~steering committee: State associations representing teachers,~~
18 ~~principals, administrators, school board members, and parents.~~

19 ~~(ii) The superintendent of public instruction, in collaboration~~
20 ~~with the steering committee, shall periodically examine~~
21 ~~implementation issues and refine tools for the teacher and principal~~
22 ~~four-level rating evaluation systems.~~

23 ~~(b) The superintendent of public instruction shall monitor the~~
24 ~~statewide implementation of ((revised)) teacher and principal four-~~
25 ~~level rating evaluation systems using data reported under RCW~~
26 ~~28A.150.230 as well as periodic input from focus groups of~~
27 ~~administrators, principals, and teachers.~~

28 ~~((v) The superintendent of public instruction shall submit~~
29 ~~reports detailing findings, emergent issues or trends,~~
30 ~~recommendations from the steering committee, and pilot school~~
31 ~~districts, and other recommendations, to enhance implementation and~~
32 ~~continuous improvement of the revised evaluation systems to~~
33 ~~appropriate committees of the legislature and the governor beginning~~
34 ~~July 1, 2013, and each July 1st thereafter for each year of the~~
35 ~~school district implementation transition period concluding with a~~
36 ~~report on December 1, 2016.))~~

37 (8)(a) Beginning with the 2015-16 school year, evaluation results
38 for certificated classroom teachers and principals must be used as
39 one of multiple factors in making human resource and personnel
40 decisions. Human resource decisions include, but are not limited to:

1 Staff assignment, including the consideration of an agreement to an
2 assignment by an appropriate teacher, principal, and superintendent;
3 and reduction in force. Nothing in this section limits the ability to
4 collectively bargain how the multiple factors shall be used in making
5 human resource or personnel decisions, with the exception that
6 evaluation results must be a factor.

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

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

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

25 (11) After a certificated classroom teacher (~~(or)~~) who is not
26 required to be on the four-level rating evaluation system or a
27 certificated support personnel has four years of satisfactory
28 evaluations under subsection (1) of this section, a school district
29 may use a short form of evaluation, a locally bargained evaluation
30 emphasizing professional growth, an evaluation under subsection (1)
31 or (2) of this section, or any combination thereof. The short form of
32 evaluation shall include either a thirty minute observation during
33 the school year with a written summary or a final annual written
34 evaluation based on the criteria in subsection (1) or (2) of this
35 section and based on at least two observation periods during the
36 school year totaling at least sixty minutes without a written summary
37 of such observations being prepared. A locally bargained short-form
38 evaluation emphasizing professional growth must provide that the
39 professional growth activity conducted by the certificated classroom
40 teacher be specifically linked to one or more of the certificated

1 classroom teacher evaluation criteria. However, the evaluation
2 process set forth in subsection (1) or (2) of this section shall be
3 followed at least once every three years unless this time is extended
4 by a local school district under the bargaining process set forth in
5 chapter 41.59 RCW. The employee or evaluator may require that the
6 evaluation process set forth in subsection (1) or (2) of this section
7 be conducted in any given school year. No evaluation other than the
8 evaluation authorized under subsection (1) or (2) of this section may
9 be used as a basis for determining that an employee's work is not
10 satisfactory under subsection (1) or (2) of this section or as
11 probable cause for the nonrenewal of an employee's contract under RCW
12 28A.405.210 unless an evaluation process developed under chapter
13 41.59 RCW determines otherwise. (~~The provisions of this subsection
14 apply to certificated classroom teachers only until the teacher has
15 been transitioned to the revised evaluation system pursuant to the
16 district implementation schedule adopted under subsection (7)(c) of
17 this section.~~)

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

24 (a) (~~All classroom teachers and principals shall receive a~~
25 ~~comprehensive summative evaluation at least once every four years.~~)
26 A comprehensive (~~summative~~) performance evaluation assesses all
27 eight evaluation criteria and all criteria contribute to the
28 comprehensive (~~summative evaluation~~) performance rating. Classroom
29 teachers and principals must receive a comprehensive performance
30 evaluation according to the schedule specified in (b) of this
31 subsection.

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

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

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

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

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

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

10 (c)(i) In the years when a comprehensive ~~((summative))~~
11 performance evaluation is not required, classroom teachers and
12 principals who received a comprehensive ~~((summative evaluation))~~
13 performance rating of level 3 or above in ~~((the previous school~~
14 ~~year))~~ their previous comprehensive performance evaluation are
15 required to complete a focused performance evaluation. A focused
16 performance evaluation includes an assessment of one of the eight
17 criteria selected for a performance rating plus professional growth
18 activities specifically linked to the selected criteria.

19 (ii) The selected criteria must be approved by the teacher's or
20 principal's evaluator and may have been identified in a previous
21 comprehensive ~~((summative))~~ performance evaluation as benefiting from
22 additional attention. A group of teachers may focus on the same
23 evaluation criteria and share professional growth activities. A group
24 of principals may focus on the same evaluation criteria and share
25 professional growth activities.

26 (iii) The evaluator must assign a ~~((comprehensive summative~~
27 ~~evaluation))~~ performance rating for the focused performance
28 evaluation using the methodology adopted by the superintendent of
29 public instruction for the instructional or leadership framework
30 being used.

31 (iv) A teacher or principal may be transferred from a focused
32 performance evaluation to a comprehensive ~~((summative))~~ performance
33 evaluation at the request of the teacher or principal, or at the
34 direction of the teacher's or principal's evaluator.

35 (v) Due to the importance of instructional leadership and
36 assuring rater agreement among evaluators, particularly those
37 evaluating teacher performance, school districts are encouraged to
38 conduct comprehensive ~~((summative))~~ performance evaluations of
39 principals ~~((performance))~~ on an annual basis.

1 (vi) A classroom teacher or principal may apply the focused
2 performance evaluation professional growth activities toward the
3 professional growth plan for professional certificate renewal as
4 required by the Washington professional educator standards board.

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

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

10 (1) In addition to the postretirement employment options
11 available in RCW 41.32.802 or 41.32.862, and only until August 1,
12 2020, a teacher in plan 2 or plan 3 who has retired under the
13 alternate early retirement provisions of RCW 41.32.765(3)(b) or
14 41.32.875(3)(b) may be employed with an employer for up to eight
15 hundred sixty-seven hours per calendar year without suspension of his
16 or her benefit, provided that: ~~((+1))~~ (a) The retired teacher
17 reenters employment more than one calendar month after his or her
18 accrual date and after June 9, 2016; ~~((+2) [the retired teacher])~~
19 (b) the retired teacher is employed exclusively as ~~((either))~~ (i) a
20 substitute teacher as defined in RCW 41.32.010(48)(a) in an
21 instructional capacity, as opposed to other capacities identified in
22 RCW 41.32.010(49), (ii) an athletic coach, (iii) a mentor to teachers
23 or an adviser to students in teacher preparation programs, or (iv) a
24 counselor; and ~~((+3))~~ (c) the employing school district compensates
25 the district's substitute teachers at a rate that is at least eighty-
26 five percent of the full daily amount allocated by the state to the
27 district for substitute teacher compensation.

28 (2) For purposes of this section, a mentor is an educator who has
29 achieved appropriate training in assisting, coaching, and advising
30 beginning teachers or student teaching residents as defined by the
31 office of the superintendent of public instruction, such as national
32 board certification or other specialized training.

33 (3) This section expires July 1, 2021.

34 NEW SECTION. **Sec. 305.** A new section is added to chapter
35 28A.410 RCW to read as follows:

36 REPRIMAND EXPUNGEMENT PROCESS. The professional educator
37 standards board and the office of the superintendent of public
38 instruction must jointly submit a report to the appropriate

1 committees of the legislature by December 1, 2019. The report must
2 provide the legislature with recommendations on the standard and
3 process for reprimands. At a minimum, the recommendations must
4 include:

5 (1) Whether to create a two-tier or multitier reprimand system
6 and a process for an educator to apply for review of a reprimand,
7 issued in accordance with RCW 28A.410.090;

8 (2) Establish a process for review of reprimand expungement
9 applications, including review of educator certification and
10 personnel files, by the authority authorized to grant educator
11 certificates;

12 (3) Define criteria for determining whether a reprimand should be
13 expunged; and

14 (4) Establish a process for expungement of a reprimand from
15 records maintained by the professional educator standards board or
16 the office of the superintendent of public instruction.

17 **PART IV**

18 **STRENGTHENING AND SUPPORTING PROFESSIONAL**
19 **PATHWAYS FOR EDUCATORS—THE COLLABORATIVE**

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

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

32 NEW SECTION. **Sec. 402.** A new section is added to chapter
33 28A.410 RCW to read as follows:

34 **THE COLLABORATIVE.** (1) For the purpose of this section,
35 "educator" means a paraeducator, teacher, principal, administrator,
36 superintendent, school counselor, school psychologist, school social
37 worker, school nurse, school physical therapist, school occupational

1 therapist, or school speech-language pathologist or audiologist.
2 "Educator" includes persons who hold, or have held, certificates as
3 authorized by rule of the Washington professional educator standards
4 board.

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

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

19 (i) Educator recruitment, including the role of school districts,
20 community and technical colleges, preparation programs, and
21 communities, and the effectiveness of financial incentives and other
22 types of support;

23 (ii) Educator preparation, including traditional and alternative
24 route program design and content, apprenticeships, the role of
25 community and technical colleges, field experience duration and
26 quality, financial assistance and incentives, school district and
27 community connections, and academic and social support for students;

28 (iii) Educator certificate types and tiers, including
29 requirements for an initial or first-tier certificate, requirements
30 to advance to the next tier, and requirements that are transferable
31 between certificate types;

32 (iv) Educator certificate renewal requirements, including
33 comparing professional growth plan requirements with the teacher and
34 principal residency certificate renewal requirements established in
35 RCW 28A.410.251;

36 (v) Educator evaluation, including comparison to educator
37 certificate renewal requirements to determine inconsistent or
38 duplicative requirements or efforts, implementation issues and tool
39 refinement, and relationship with educator compensation;

40 (vi) Educator certificate reciprocity;

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

3 (viii) Leadership in the education system, including best
4 practices of high quality leaders, training for principals and
5 administrators, and identifying and developing teachers as leaders;
6 and

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

10 (3)(a) The members of the collaborative must include
11 representatives of the following organizations:

12 (i) The two largest caucuses of the senate and the house of
13 representatives, appointed by the president of the senate and the
14 speaker of the house of representatives, respectively;

15 (ii) The Washington professional educator standards board;

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

17 (iv) Washington professional educator standards board-approved
18 educator preparation programs;

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

20 (vi) The Washington education association;

21 (vii) The Washington association of school administrators;

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

23 (ix) The association of Washington school counselors.

24 (b) Each organization listed in (a) of this subsection must
25 designate one voting member, except that each legislator is a voting
26 member.

27 (c) The collaborative shall choose its chair or cochairs from
28 among its members.

29 (d) The voting members of the collaborative, where appropriate,
30 may consult with stakeholders, including representatives of other
31 educator associations, or ask stakeholders to establish an advisory
32 committee. Members of such an advisory committee are not entitled to
33 expense reimbursement.

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

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

1 (5) The collaborative must contract with a nonprofit, nonpartisan
2 institute that conducts independent, high quality research to improve
3 education policy and practice and that works with policymakers,
4 researchers, educators, and others to advance evidence-based policies
5 that support equitable learning for each child for the purpose of
6 consultation and guidance on meeting agendas and materials
7 development, meeting facilitation, documenting collaborative
8 discussions and recommendations, locating and summarizing useful
9 policy and research documents, and drafting required reports.

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

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

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

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

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

E4SHB 1827 - S COMM AMD
By Committee on Ways & Means

1 On page 1, line 8 of the title, after "opportunities;" strike the
2 remainder of the title and insert "amending RCW 28A.415.370,
3 28A.660.020, 28A.660.035, 28B.10.033, 28B.76.699, 28A.630.205,
4 28B.102.020, 28B.102.030, 28B.102.045, 28B.102.090, 28A.660.042,
5 28A.660.045, 28B.102.055, 28B.102.080, 43.79A.040, 28B.15.558,
6 28A.415.265, 28A.405.100, and 41.32.068; adding a new section to
7 chapter 28A.310 RCW; adding a new section to chapter 28A.630 RCW;
8 adding new sections to chapter 28A.410 RCW; adding a new section to
9 chapter 28B.10 RCW, adding new sections to chapter 28B.102 RCW;
10 adding a new section to chapter 28A.660 RCW; adding a new section to
11 chapter 28B.76 RCW; creating new sections; recodifying RCW
12 28A.660.042, 28A.660.045, and 28A.630.205; repealing RCW 28B.102.010,
13 28B.102.040, 28B.102.050, 28B.102.060, 28A.660.050, 28A.660.055;
14 providing expiration dates; and declaring an emergency."

--- END ---