

**E2SHB 1139** - S COMM AMD  
By Committee on Ways & Means

**ADOPTED AS AMENDED 04/15/2019**

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) Serve 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) Encourage and support local school districts to develop or  
15 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) Provide 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) Support persons interested in becoming educators by providing  
24 resources and assistance with navigating transition points on the  
25 path to a career in education; and

26 (e) Provide 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 NEW SECTION. **Sec. 103.** A new section is added to chapter  
32 28A.630 RCW to read as follows:

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

1 (b) Beginning September 1, 2019, the educational service  
2 districts in the program must employ a person with the duties and  
3 characteristics specified in section 102 of this act. The educational  
4 service districts in the program must collaborate with the office of  
5 the superintendent of public instruction and the Washington  
6 association of educational service districts to prepare the report  
7 required in (c) of this subsection.

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

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

## 22 STUDENTS

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

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

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

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

36 (a) Targeted recruitment of diverse high school students~~((r))~~  
37 including, but not limited to, students from underrepresented groups  
38 and multilingual, multicultural students in grades nine through

1 twelve, through outreach and communication strategies. The focus of  
2 recruitment efforts shall be on encouraging students to consider and  
3 explore (~~becoming future teachers in mathematics, science, bilingual~~  
4 ~~education, special education, and English as a second language.~~  
5 ~~Program enrollment is not limited to students from underrepresented~~  
6 ~~groups or multilingual, multicultural students~~) careers in the field  
7 of education;

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

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

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

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

29 (a) Develop the curriculum and program guidelines in consultation  
30 with an advisory group of teachers, representatives of teacher  
31 preparation programs, teacher candidates, high school students, and  
32 representatives of diverse communities;

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

1 (c) Conduct ~~((a))~~ periodic evaluations of the effectiveness of  
2 current strategies and programs for recruiting ~~((teachers))~~  
3 educators, especially multilingual, multicultural ~~((teachers))~~  
4 educators, in Washington and in other states. The board shall use the  
5 findings from the evaluation to revise the recruiting Washington  
6 teachers program as necessary and make other recommendations to  
7 teacher preparation programs or the legislature.

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

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

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

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

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

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

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

8 (6) After obtaining a high school diploma, students qualify to  
9 receive conditional loans to cover the full cost of college tuition,  
10 fees, and books. To qualify for funds, students must meet program  
11 requirements as developed by their local implementation team, which  
12 consists of staff from their school district and the partnering two-  
13 year and four-year college faculty.

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

23 (8) Grantees must work with the Washington professional educator  
24 standards board to draft the report required in section 6, chapter  
25 236, Laws of 2017.

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

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

### 31 CAREER CHANGERS

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

34 SUBJECT MATTER EXPERTS—THROUGH ALTERNATIVE ROUTES. (1) ((The  
35 professional educator standards board shall transition the  
36 alternative route partnership grant program from a separate  
37 competitive grant program to a preparation program model to be  
38 expanded among approved preparation program providers.)) (a)

1 Alternative route(~~s~~) programs are partnerships between Washington  
2 professional educator standards board-approved preparation programs,  
3 Washington school districts, and other partners as appropriate.  
4 Program design of alternative route programs (~~shall continue to~~)  
5 must evolve over time to reflect innovations and improvements in  
6 educator preparation.

7 (b) The Washington professional educator standards board must  
8 construct rules that address the competitive grant process and  
9 program design.

10 (2) As provided in RCW 28A.410.210, it is the duty of the  
11 Washington professional educator standards board to establish  
12 policies for the approval of nontraditional preparation programs and  
13 to provide oversight and accountability related to the quality of  
14 these programs. In establishing and amending rules for alternative  
15 route programs, the Washington professional educator standards board  
16 shall:

17 (a) Uphold design criteria for alternative route programs  
18 (~~design~~) that (~~is~~) are innovative and reflect(~~s~~) evidence-based  
19 practice;

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

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

28 (~~Continue to~~) Prioritize program designs tailored to the  
29 needs of experienced paraeducators and candidates of high academic  
30 attainment in, or with occupational industry experience relevant to,  
31 the subject area they intend to teach. In doing so the program  
32 designs must take into account school district demand for certain  
33 teacher credentials;

34 (e) Expand access and opportunity for individuals to become  
35 teachers statewide; and

36 (f) Give preference in admissions to applicants for alternative  
37 route programs who are eligible veterans or national guard members  
38 and who meet the entry requirements for the alternative route  
39 program.



1 (3) Beginning December 1, 2017, and by December 1st each odd-  
2 numbered year thereafter, the Washington professional educator  
3 standards board shall report to the education committees of the house  
4 of representatives and the senate the following outcomes as  
5 indicators that alternative route programs are meeting legislative  
6 intent through the regulation and oversight of the Washington  
7 professional educator standards board. In considering administrative  
8 rules for, and reporting outcomes of, alternative route programs, the  
9 Washington professional educator standards board shall examine the  
10 ~~((historical record of the data, reporting on))~~ following data on  
11 alternative route program participants:

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

14 (b) The percentage ~~((of alternative route completers))~~ from  
15 underrepresented populations;

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

18 (d) The average hiring dates ~~((of alternative route completers));~~  
19 and

20 (e) The percentage ~~((of alternative route completers))~~ hired  
21 ~~((in))~~ by districts ((where)) in which the participants completed  
22 their alternative route programs ((was completed)).

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

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

31 COMMUNITY MEMBERS—THROUGH ALTERNATIVE ROUTES. The office of the  
32 superintendent of public instruction shall identify school districts  
33 that have the most significant ~~((achievement gaps))~~ academic  
34 disparities among subgroups of students and for large numbers of  
35 those students, and districts that should receive priority for  
36 assistance in advancing cultural competency skills in their  
37 workforce. The Washington professional educator standards board shall  
38 provide assistance to the identified school districts to develop  
39 partnership ~~((grant))~~ programs between the districts and teacher

1 preparation programs to provide alternative route programs under RCW  
2 28A.660.020 and to recruit paraeducators and other (~~individuals~~)  
3 persons in the local community to become (~~certified~~) certificated  
4 as teachers. An alternative route partnership program proposed by an  
5 identified school district shall receive priority eligibility for  
6 partnership grants under RCW 28A.660.020. To the maximum extent  
7 possible, the board shall coordinate the recruiting Washington  
8 teachers program under RCW 28A.415.370 with the alternative route  
9 partnership programs under this section.

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

20 (2) The members of the work group must include representatives  
21 from the office of the superintendent of public instruction, the  
22 state department of veterans affairs, the state military department,  
23 the United States department of defense, educator preparation  
24 programs, and state educator associations, and a superintendent from  
25 a school district in the vicinity of a military installation.

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

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

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

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

35 NEW SECTION. **Sec. 109.** A new section is added to chapter  
36 28A.630 RCW to read as follows:

37 EDUCATIONAL SERVICE DISTRICT ALTERNATIVE ROUTE PILOT PROGRAM.

38 (1)(a) Subject to the availability of amounts appropriated for this

1 specific purpose, the Washington professional educator standards  
2 board shall distribute grants to an educational service district that  
3 volunteers to pilot an alternative route teacher certification  
4 program, under chapter 28A.660 RCW. The purpose of the grant is to  
5 provide financial assistance to teacher candidates enrolled in the  
6 educational service district's alternative route teacher  
7 certification program with the intent to pursue an initial teacher  
8 certificate. The Washington professional educator standards board  
9 must provide a grant sufficient to provide up to five thousand  
10 dollars of financial assistance for up to twenty teacher candidates  
11 in the 2019-20 school year and for up to thirty teacher candidates in  
12 the 2020-21 school year.

13 (b) In piloting the program, the educational service district  
14 must:

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

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

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

24 (iv) Provide opportunities for classified staff to become  
25 teachers.

26 (2) By November 1, 2024, the volunteer educational service  
27 district must report to the Washington professional educator  
28 standards board with the outcomes of the pilot and any  
29 recommendations for implementing alternative route teacher  
30 certification programs in other educational service districts. The  
31 report must include the following data: (a) The number of teacher  
32 candidates applying for, and completing, the alternative route  
33 teacher certification program; (b) the number of program completers  
34 who are hired as teachers, both in the educational service district  
35 and elsewhere in the state; and (c) the retention of teachers in the  
36 educational service district before and after implementation of the  
37 pilot. The data must be disaggregated by race and ethnicity, gender,  
38 type of endorsement, and school. The report must also include  
39 feedback from school principals and teachers in the local school

1 districts on the quality of the teacher candidates they worked with  
2 during the pilot.

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

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

10 **PART II**

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

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

21 (2) Therefore, the legislature intends to:

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

23 (b) Remove barriers and disincentives; and

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

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

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

## 8 FIELD PLACEMENTS

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

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

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

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

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

1 have received or be concurrently receiving professional development  
2 in mentoring skills.

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

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

10 NEW SECTION. Sec. 203. A new section is added to chapter  
11 28A.410 RCW to read as follows:

12 FIELD PLACEMENT PLANS. Each Washington professional educator  
13 standards board-approved teacher preparation program, including an  
14 alternative route teacher certification program, must develop a plan  
15 regarding field placement of student teachers in accordance with RCW  
16 28B.10.033.

17 NEW SECTION. Sec. 204. A new section is added to chapter  
18 28A.630 RCW to read as follows:

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

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

33 REMOTE SUPERVISION TECHNOLOGY. (1) Subject to the availability of  
34 amounts appropriated for this specific purpose, Central Washington  
35 University shall acquire the necessary audiovisual technology and  
36 equipment for university faculty to remotely supervise student  
37 teachers in ten schools.

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

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

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

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

21 (3) (a) Beginning December 1, 2020, and in compliance with RCW  
22 43.01.036, the office must submit a biennial report to the  
23 appropriate committees of the legislature. The report must provide  
24 the following information:

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

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

33 (iii) Recommendations for modifying the grant program.

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

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

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

3       (1) To the extent funds are appropriated, the Washington state  
4 principal internship support program is created beginning in the  
5 1994-95 school year. The purpose of the program is to provide funds  
6 to school districts to provide partial release time for district  
7 employees who are in a principal preparation program to complete an  
8 internship with a mentor principal. Funds may be used in a variety of  
9 ways to accommodate flexible implementation in releasing the intern  
10 to meet program requirements.

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

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

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

17       (c) Each school district shall determine which applicants meet  
18 its criteria for participation in the principal internship support  
19 program ~~((and shall notify its educational service district of the  
20 school district's selected applicants. When submitting the names of  
21 applicants, the school district shall identify a mentor principal for  
22 each principal intern applicant, and shall agree to provide the  
23 internship applicant release time not to exceed the equivalent of  
24 forty-five student days by means of this funding source; and~~

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

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

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

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

34       ~~((Funds appropriated for the principal internship support  
35 program shall be allocated by the superintendent of public  
36 instruction to the educational service districts based on the  
37 percentage of full-time equivalent public school students enrolled in  
38 school districts in each educational service district. If it is not  
39 possible to find qualified candidates within the educational service  
40 district, the positions remain unfilled, and any unspent funds shall~~



1 ~~revert to the superintendent of public instruction for supplementary~~  
2 ~~direct disbursement.~~

3 ~~The superintendent of public instruction shall allocate any~~  
4 ~~remaining unfilled positions and unspent funds among the educational~~  
5 ~~service districts that have qualified candidates but not enough~~  
6 ~~positions for them.~~

7 ~~This subsection does not preclude the superintendent of public~~  
8 ~~instruction from permitting the affected educational service~~  
9 ~~districts to make the supplementary selections.~~

10 ~~(5))~~ Once principal internship participants have been selected,  
11 the ~~((educational service districts))~~ office of the superintendent of  
12 public instruction shall allocate the funds to the appropriate school  
13 districts. The funds shall be used to pay for partial release time  
14 while the school district employee is completing the principal  
15 internship.

16 ~~((6) Educational service districts may be reimbursed for costs~~  
17 ~~associated with implementing the program. Reimbursement rates shall~~  
18 ~~be determined by the superintendent of public instruction.))~~

#### 19 **BASIC SKILLS AND CONTENT TEST ASSISTANCE**

20 **Sec. 208.** RCW 28A.630.205 and 2016 c 233 s 16 are each amended  
21 to read as follows:

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

28 (2) The student achievement council, after consultation with the  
29 Washington professional educator standards board, shall have the  
30 power and duty to develop and adopt rules as necessary under chapter  
31 34.05 RCW to administer the ~~((pilot project))~~ program described in  
32 this section. The rules, which must be adopted by ~~((August))~~ November  
33 1, ((2016)) 2019, must include:

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

35 (b) A financial need verification process;

36 (c) The order of priority in which the applications will be  
37 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 Washington professional educator standards board-approved teacher  
12 preparation 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)~~) November 1, ((2016)) 2019, the  
22 student achievement council, in collaboration with the Washington  
23 professional educator standards board, shall award a TEACH (~~(pilot)~~)  
24 grant to a student who meets the qualifications listed in this  
25 section and in rules developed under this section. The TEACH  
26 (~~(pilot)~~) grant award must cover the costs of basic skills and  
27 content tests required for initial teacher certification. The council  
28 shall prioritize TEACH (~~(pilot)~~) grant awards first to applicants  
29 registered for competency tests in endorsement shortage areas and  
30 second to applicants with greatest financial need. The council shall  
31 scale the number of TEACH (~~(pilot)~~) grant awards to the amount of  
32 funds appropriated for this purpose.

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

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

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

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

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

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

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

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

21 ((9) This section expires July 1, 2021.)

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

#### 24 **EDUCATOR CONDITIONAL SCHOLARSHIP AND LOAN REPAYMENT PROGRAMS**

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

32 (2) The legislature intends for the student achievement council  
33 to balance the number, the amount, and the type of awards  
34 distributed. When selecting participants and defining the awards, the  
35 student achievement council shall consult with stakeholders to: (a)  
36 Consider the purpose of each financial assistance program; (b)  
37 recognize the total cost of attendance to complete an educator

1 preparation program; and (c) consider the needs of the education  
2 system, including the need for educators in shortage areas.

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

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

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

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

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

15 (2) "Certificate" or "certificated" does not include a limited or  
16 conditioned certificate.

17 (3) "Certificated employee" has the definition in RCW  
18 28A.150.203. "Certificated employee" does not include a paraeducator.

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

23 (~~(3) "Eligible student" means a student who is registered for at~~  
24 ~~least six credit hours or the equivalent, demonstrates high academic~~  
25 ~~achievement, is a resident student as defined by RCW 28B.15.012 and~~  
26 ~~28B.15.013, and has a declared intention to complete an approved~~  
27 ~~preparation program leading to initial teacher certification or~~  
28 ~~required for earning an additional endorsement, and commits to~~  
29 ~~teaching service in the state of Washington.~~

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

34 (5) "Eligible veteran or national guard member" means a  
35 Washington domiciliary who was an active or reserve member of the  
36 United States military or naval forces, or a national guard member  
37 called to active duty, who served in active federal service, under  
38 either Title 10 or Title 32 of the United States Code, in a war or  
39 conflict fought on foreign soil or in international waters or in

1 another location in support of those serving on foreign soil or in  
2 international waters, and if discharged from service, has received an  
3 honorable discharge.

4 (6) "Forgiven" or "to forgive" or "forgiveness" means ((to  
5 render)) that all or part of a loan is canceled in exchange for  
6 service as a ((teacher)) certificated employee in an approved  
7 education program ((in the state of Washington in lieu of monetary  
8 repayment)).

9 ((+6)) (7) "Institution of higher education" or "institution"  
10 means a college or university in the state of Washington that is  
11 accredited by an accrediting association recognized as such by rule  
12 of the student achievement council.

13 ((+7)) (8) "Loan repayment" means a federal student loan that is  
14 repaid in whole or in part if the ((recipient renders service))  
15 borrower serves as a ((teacher)) certificated employee in an approved  
16 education program ((in Washington state)).

17 ((+8)) (9) "Office" means the office of student financial  
18 assistance.

19 ((+9)) (10) "Participant" means ((an eligible student)) a person  
20 who has received a conditional scholarship or loan repayment under  
21 this chapter.

22 ((+10)) (11) "Public school" ((means an elementary school, a  
23 middle school, junior high school, or high school within the public  
24 school system referred to in Article IX of the state Constitution))  
25 has the same meaning as in RCW 28A.150.010.

26 ((+11) "Satisfied" means paid-in-full.

27 (-12) "Teacher)) (12) "Shortage area" means ((a shortage of  
28 elementary or secondary school teachers in a specific subject area,  
29 discipline, classification,)) an endorsement or geographic area as  
30 defined by the Washington professional educator standards board, in  
31 consultation with the office of the superintendent of public  
32 instruction, with a shortage of certificated employees. "Shortage  
33 area" must be defined biennially using quantitative and qualitative  
34 measures.

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

37 ADMINISTRATION. ((The future teachers conditional scholarship and  
38 loan repayment program is established. The program shall be  
39 administered by the student achievement council.)) In administering

1 (~~the~~) educator conditional scholarship and loan repayment programs  
2 under this chapter, the student achievement council shall have the  
3 following powers and duties:

4 (1) Select (~~students~~) persons to receive conditional  
5 scholarships or loan repayments;

6 (2) Adopt necessary rules and guidelines;

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

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

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

15 NEW SECTION. Sec. 213. A new section is added to chapter  
16 28B.102 RCW to read as follows:

17 PARTICIPANT SELECTION. (1) The office shall develop an  
18 application process for each program under this chapter. The office  
19 may use the same application process for more than one program.

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

26 (3) A person qualifying for a conditional scholarship program  
27 under this chapter, at a minimum, must:

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

31 (b) Commit to serving as a certificated employee in an approved  
32 education program.

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

37 (5) In selecting eligible participants under this chapter, the  
38 office must consider prioritizing persons who: Meet shortage area  
39 needs; are first generation college students or graduates; are

1 eligible veteran or national guard members; have characteristics that  
2 are underrepresented among certificated employees; or have classroom-  
3 based experience.

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

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

13 NEW SECTION. **Sec. 215.** A new section is added to chapter  
14 28B.102 RCW to read as follows:

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

19 (b) In maximizing the impact of the awards, the office may adjust  
20 the number and amounts of the conditional scholarships and loan  
21 repayments made each year. However, the maximum award authorized  
22 under this chapter is eight thousand dollars per person, per academic  
23 year. Beginning in the 2020-21 academic year, the office may adjust  
24 the maximum award by the average rate of resident undergraduate  
25 tuition and fee increases at the state universities as defined in RCW  
26 28B.10.016.

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

35       (a) Not have earned a college degree;

36       (b) Provide documentation:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 27 **TUITION WAIVERS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### 14 **TEACHER PREPARATION PROGRAM EXPANSION**

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

#### 24 **PART III**

#### 25 **RETENTION STRATEGIES**

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

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

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

### 23 BEGINNING EDUCATOR SUPPORT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

3 **EVALUATIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9 (i) Level 1; or

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16 (i) Level 1; or

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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







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

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

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

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

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

16 **PART IV**

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

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

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

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

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

1 "Educator" includes persons who hold, or have held, certificates as  
2 authorized by rule of the Washington professional educator standards  
3 board.

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

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

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

22 (ii) Educator preparation, including traditional and alternative  
23 route program design and content, the role of community and technical  
24 colleges, field experience duration and quality, the efficacy of  
25 financial assistance and incentives, such as apprenticeship models or  
26 other methods of providing compensation to working candidates, on  
27 program completion, school district and community connections, and  
28 the need for and efficacy of academic and social support for  
29 students;

30 (iii) Educator certificate types and tiers, including  
31 requirements for an initial or first-tier certificate, requirements  
32 for advanced certificates, and requirements that are transferable  
33 between certificate types;

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

38 (v) Educator evaluation, including comparison to educator  
39 certificate renewal requirements to determine inconsistent or

1 duplicative requirements or efforts, implementation issues and tool  
2 refinement, and relationship with educator compensation;

3 (vi) Educator certificate reciprocity;

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

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

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

13 (3) (a) The members of the collaborative must include  
14 representatives of the following organizations:

15 (i) The two largest caucuses of the senate and the house of  
16 representatives, appointed by the president of the senate and the  
17 speaker of the house of representatives, respectively;

18 (ii) The Washington professional educator standards board;

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

20 (iv) The Washington association of colleges for teacher  
21 education;

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

23 (vi) The Washington education association;

24 (vii) The Washington association of school administrators;

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

26 (ix) The association of Washington school counselors.

27 (b) Each organization listed in (a) of this subsection must  
28 designate one voting member, except that each legislator is a voting  
29 member.

30 (c) The collaborative shall choose its chair or cochairs from  
31 among its members.

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

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

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

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

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

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

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

31 (b) By November 1, 2021, and in compliance with RCW 43.01.036,  
32 the collaborative shall submit a final report to the education  
33 committees of the legislature that describes the activities of the  
34 collaborative since the preliminary report and makes recommendations  
35 on each issue described in subsection (2) of this section, including  
36 the fiscal implications of each recommendation at the state and local  
37 level. The report must also describe the expected efficiencies  
38 achieved by implementing the recommended comprehensive and  
39 coordinated system.

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

1        NEW SECTION.    **Sec. 403.**    This act is necessary for the immediate  
2 preservation of the public peace, health, or safety, or support of  
3 the state government and its existing public institutions, and takes  
4 effect immediately.

5        NEW SECTION.    **Sec. 404.**    If specific funding for the purposes of  
6 this act, referencing this act by bill or chapter number, is not  
7 provided by June 30, 2019, in the omnibus appropriations act, this  
8 act is null and void."

**E2SHB 1139** - S COMM AMD  
By Committee on Ways & Means

**ADOPTED AS AMENDED 04/15/2019**

9        On page 1, line 8 of the title, after "opportunities;" strike the  
10 remainder of the title and insert "amending RCW 28A.415.370,  
11 28A.180.120, 28A.660.020, 28A.660.035, 28B.10.033, 28B.76.699,  
12 28A.415.270, 28A.630.205, 28B.102.020, 28B.102.030, 28B.102.045,  
13 28B.102.090, 28A.660.042, 28A.660.045, 28B.102.055, 28B.102.080,  
14 28B.15.558, 28A.415.265, 28A.405.100, 28A.410.278, and 41.32.068;  
15 reenacting and amending RCW 43.79A.040; adding a new section to  
16 chapter 28A.310 RCW; adding new sections to chapter 28A.630 RCW;  
17 adding new sections to chapter 28A.410 RCW; adding a new section to  
18 chapter 28B.10 RCW; adding a new section to chapter 28B.76 RCW;  
19 adding new sections to chapter 28B.102 RCW; adding a new section to  
20 chapter 28A.660 RCW; adding a new section to chapter 41.35 RCW;  
21 creating new sections; recodifying RCW 28A.630.205, 28A.660.042, and  
22 28A.660.045; repealing RCW 28B.102.010, 28B.102.040, 28B.102.050,  
23 28B.102.060, 28A.660.050, and 28A.660.055; repealing 2016 c 233 s 19  
24 (uncodified); providing expiration dates; and declaring an  
25 emergency."

**EFFECT:** (1) Requires OSPI to administer the regional educator recruitment grant program, as opposed to PESB.

(2) Increases the number of educational service districts to be awarded under grant program from two to three.

(3) Requires OSPI and PESB to report to the legislature regarding the effect of discipline on the recruitment and retention of educators, including comparisons to other professions and recommendations.

(4) Removes the requirement that PESB establish a process for the expungement of certificate reprimands that occurred no more than five years prior to the application.

(5) Removes educational service districts as the administrators of the principal internship support program.

(6) Directs OSPI to administer the principal internship support program.

(7) Requires the professional educator collaborative to examine issues related to educator preparation including the efficacy of financial assistance and incentives such as apprenticeship models or other methods of providing compensation to working candidates.

--- END ---