**1028-S2 AMS MULL S2205.1 - NOT FOR FLOOR USE**

**2SHB 1028** - S AMD **488**

By Senator Mullet

**ADOPTED 04/10/2021**

Strike everything after the enacting clause and insert the following:

"NEW SECTION. **Sec.**  (1) Washington professional educator standards board-approved teacher preparation programs must recommend for residency teacher certification each person who, during the 2019-20, 2020-21, or 2021-22 academic years, met all statutory and program requirements except for completion of the evidence-based assessment of teaching effectiveness under RCW 28A.410.280. The programs must attempt to notify each person who meets the requirements of this subsection of the recommendation.

(2) This section expires September 1, 2022.

**Sec.**  RCW 28A.410.280 and 2010 c 235 s 501 are each amended to read as follows:

(1) Beginning with the 2011-12 school year, all professional educator standards board-approved teacher preparation programs must administer to all preservice candidates the evidence-based assessment of teaching effectiveness adopted by the professional educator standards board. ((~~The professional educator standards board shall adopt rules that establish a date during the 2012-13 school year after which candidates completing teacher preparation programs must successfully pass this assessment.~~)) Assessment results from persons completing each preparation program must be reported annually by the professional educator standards board to the governor and the education and fiscal committees of the legislature by December 1st.

(2) The professional educator standards board and the superintendent of public instruction, as determined by the board, may contract with one or more third parties for:

(a) The administration, scoring, and reporting of scores of the assessment under this section;

(b) Related clerical and administrative activities; or

(c) Any combination of the purposes of this subsection (2).

(3) Candidates for residency certification who are required to successfully complete the assessment under this section, and who are charged a fee for the assessment by a third party contracted with under this section, shall pay the fee charged by the contractor directly to the contractor. Such fees shall be reasonably related to the actual costs of the contractor in providing the assessment.

(4)(a) Beginning September 1, 2022, candidates who do not achieve a passing score under subsection (1) of this section but obtain an alternative score, as set by the professional educator standards board, may be recommended for certification if, upon review of one or more multiple measures, the teacher preparation program determines the candidate has demonstrated the requisite knowledge and skills.

(b) Teacher preparation programs may use one or more of the following multiple measures as a basis for their review:

(i) Observation of practice in the role as documented by a mentor teacher or the preparation program;

(ii) Evidence submitted by the candidate to the program provider in the areas of planning, instruction, or student assessment;

(iii) Coursework; or

(iv) Other measures as determined by the teacher preparation program.

**Sec.**  RCW 28A.410.270 and 2019 c 386 s 3 are each amended to read as follows:

(1)(a) The ((~~Washington professional educator standards~~)) board shall adopt a set of articulated teacher knowledge, skill, and performance standards for effective teaching that are evidence-based, measurable, meaningful, and documented in high quality research as being associated with improved student learning. The standards shall be calibrated for each level along the entire career continuum. For candidates recommended for residency teacher certification by a board-approved preparation program, the standards adopted by the board must be the most recent teaching standards published by a consortium of state and national education organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers since 1987.

(b) In developing the standards, the board shall, to the extent possible, incorporate standards for cultural competency, as defined in RCW 28A.410.260, along the entire continuum. ((~~For the purposes of this subsection, "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.~~))

(c) By January 1, 2020, in order to ensure that teachers can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support, the ((~~Washington professional educator standards~~)) board shall incorporate along the entire continuum the social-emotional learning standards and benchmarks recommended by the social-emotional learning benchmarks work group in its October 1, 2016, final report titled, "addressing social emotional learning in Washington's K-12 public schools." In incorporating the social-emotional learning standards and benchmarks, the ((~~Washington professional educator standards~~)) board must include related competencies, such as trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices.

(2) The ((~~Washington professional educator standards~~)) board shall adopt a definition of master teacher, with a comparable level of increased competency between professional certification level and master level as between professional certification level and national board certification. Within the definition established by the ((~~Washington professional educator standards~~)) board, teachers certified through the national board for professional teaching standards shall be considered master teachers.

(3) ((~~The Washington professional educator standards board shall maintain a uniform, statewide, valid, and reliable classroom-based means of evaluating teacher effectiveness as a culminating measure at the preservice level that is to be used during the student-teaching field experience. This assessment shall include multiple measures of teacher performance in classrooms, evidence of positive impact on student learning, and shall include review of artifacts, such as use of a variety of assessment and instructional strategies, and student work.~~

~~(4)~~)) Award of a professional certificate shall be based on a minimum of two years of successful teaching experience as defined by the board, and may not require candidates to enroll in a professional certification program.

((~~(5)~~)) (4) Educator preparation programs approved to offer the residency teaching certificate shall be required to demonstrate how the program produces effective teachers as evidenced by ((~~the~~)) multiple measures ((~~established under this section~~)) of the knowledge, skills, performance, and competencies described in subsection (1) of this section and other criteria established by the ((~~Washington professional educator standards~~)) board.

(5) Each board-approved teacher preparation program must publish, and provide to candidates prior to admission, a list of program completion requirements.

(6) Before a board-approved teacher preparation program may recommend a candidate for residency teacher certification, the candidate must meet or exceed the knowledge, skill, performance, and competency standards described in subsection (1) of this section.

(7) For the purpose of this section, "board" means the Washington professional educator standards board.

**Sec.**  RCW 28A.410.2211 and 2011 2nd sp.s. c 2 s 2 are each amended to read as follows:

(1) The professional educator standards board shall revise assessments for prospective teachers and teachers adding subject area endorsements required for teacher certification under RCW 28A.410.220 to measure the revised standards in RCW 28A.410.221.

(2) ((~~In implementing the evidence-based assessment of teaching effectiveness under RCW 28A.410.280, the~~)) The professional educator standards board shall require that successful candidates for the residency certificate demonstrate effective subject specific instructional methods that address the revised standards."

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On page 1, line 2 of the title, after "certification;" strike the remainder of the title and insert "amending RCW 28A.410.280, 28A.410.270, and 28A.410.2211; creating a new section; and providing an expiration date."

EFFECT: (1) Removes language prohibiting PESB from implementing rules that require the taking of a performance assessment (edTPA) as a requisite for certification.

(2) Allows teachers who do not receive a pass score in the performative assessment to be recommended for certification if they meet an alternate score and the teacher preparation program determines the candidate has demonstrated the requisite knowledge and skills.

(3) Removes language allowing teacher candidates prior to the 2019-20 school year from receiving certification without passing the performance assessment.

(4) Removes intent language.