
SECOND SUBSTITUTE HOUSE BILL 1565

State of Washington

68th Legislature

2023 Regular Session

By House Appropriations (originally sponsored by Representatives Ortiz-Self, Santos, Berry, Simmons, Reeves, Fey, Ryu, Alvarado, Bronoske, Goodman, Gregerson, Doglio, Paul, Peterson, Lekanoff, Ramel, Bergquist, Reed, Pollet, Timmons, and Macri)

READ FIRST TIME 02/24/23.

1 AN ACT Relating to supporting and strengthening the professional
2 education workforce through recruitment, residency, research, and
3 retention strategies; amending RCW 28A.415.265, 28A.655.210,
4 28A.300.507, 28A.410.300, and 28A.410.210; adding a new section to
5 chapter 28A.410 RCW; adding a new section to chapter 28A.655 RCW;
6 adding a new chapter to Title 28A RCW; creating new sections; and
7 providing expiration dates.

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

9 **Teacher Residency Program**

10 NEW SECTION. **Sec. 1.** DEFINITIONS. The definitions in this
11 section apply throughout this chapter unless the context clearly
12 requires otherwise.

13 (1) "Board" means the Washington professional educator standards
14 board.

15 (2) "Cohort" means a group of residents enrolled in the same
16 teacher preparation program who begin their residencies at the same
17 time and have the same anticipated completion date.

18 (3) "Consortium" means a group of school districts, state-tribal
19 education compact schools, or both, that partner with a teacher
20 preparation program to support a cohort of residents.

1 (4) "Office" means the office of the superintendent of public
2 instruction.

3 (5) "Preservice mentor" means a teacher who:

4 (a) Has at least three years' teaching experience;

5 (b) Has at least three consecutive years of performance
6 evaluations under RCW 28A.405.100 with a performance rating of level
7 3 or above;

8 (c) To the extent possible, has an endorsement deemed by the
9 board to be equivalent to the endorsement area sought by the
10 preservice mentor's resident or has at least three years' experience
11 teaching in the content area of the resident's desired endorsement;
12 and

13 (d) Has been trained and selected using the tool developed under
14 section 15 of this act.

15 (6) "Residency" means a yearlong preservice clinical practice in
16 a public elementary or secondary school in which the resident
17 coteaches with a preservice mentor, while the resident concurrently
18 completes teacher preparation program coursework.

19 (7) "Resident" means a person enrolled in a board-approved
20 teacher preparation program who is participating in a teacher
21 residency program.

22 (8) "Teacher preparation program" means a teacher preparation
23 program approved by the board.

24 NEW SECTION. **Sec. 2.** PROGRAM REQUIREMENTS AND APPROVAL PROCESS.

25 (1) The office and the board shall collaborate to establish an
26 application and approval process for a school district, state-tribal
27 education compact school, or consortium, in partnership with a
28 teacher preparation program seeking approval to operate a teacher
29 residency program.

30 (2) At a minimum, a teacher residency program must meet the
31 following requirements:

32 (a) Residents receive compensation equivalent to first year
33 paraeducators, as defined in RCW 28A.413.010;

34 (b) Each resident is assigned a preservice mentor;

35 (c) (i) Except as provided in (c) (ii) of this subsection (2), each
36 preservice mentor is assigned to one resident.

37 (ii) On a case-by-case basis, the office and the board may
38 approve an individual preservice mentor to be assigned up to two
39 residents;

- 1 (d) Preservice mentors receive a stipend of \$2,500 per year;
- 2 (e) Residents receive at least 900 hours of preservice clinical
3 practice over the course of the school year;
- 4 (f) At least half of the residency hours specified in (e) of this
5 subsection are in a coteaching setting with the resident's preservice
6 mentor and the other half of the residency hours are in a coteaching
7 setting with another teacher;
- 8 (g) Residents may not be assigned the lead or primary
9 responsibility for student learning;
- 10 (h) Residents are in a cohort of at least 15;
- 11 (i) Preservice mentors use the preservice mentor and induction
12 standards developed under section 15 of this act;
- 13 (j) Coursework taught during the residency is codesigned by the
14 teacher preparation program and the school district, state-tribal
15 education compact school, or consortium, tightly integrated with
16 residents' preservice clinical practice, and focused on developing
17 culturally responsive teachers;
- 18 (k) The program must prepare residents to meet or exceed the
19 knowledge, skills, performance, and competency standards described in
20 RCW 28A.410.270(1); and
- 21 (l) Any additional requirements in the partnership agreement
22 entered into as required under section 4 of this act.

23 NEW SECTION. **Sec. 3.** GRANTS. (1) Subject to the availability of
24 amounts appropriated for this specific purpose, and as required by
25 this section, the office, in collaboration with the board, shall
26 award grants to school districts, state-tribal education compact
27 schools, or consortia, with teacher residency programs approved under
28 section 2 of this act. Grants must be prioritized to communities that
29 are anticipated to be most positively impacted by teacher residents
30 who fill teacher vacancies upon completing the teacher residency
31 program and who remain in the communities in which they are mentored.

32 (2) For the 2024-25 and 2025-26 school years, grants must be
33 prioritized to teacher residency programs at school districts, state-
34 tribal education compact schools, or consortia, with the highest
35 percentages of teachers with limited certificates, and to support up
36 to five cohorts of residents seeking an endorsement in special
37 education or early childhood special education.

38 (3) Beginning with the 2026-27 school year, the office and the
39 board shall collaborate to determine additional grant award criteria.

1 NEW SECTION. **Sec. 4.** PARTNERSHIP AGREEMENT. (1)(a) The office
2 and the board shall collaborate to develop and publish a model
3 agreement for school districts, state-tribal education compact
4 schools, or consortia, and teacher preparation programs partnering to
5 operate teacher residency programs.

6 (b) The model agreement must include the following provisions:

7 (i) The teacher preparation program must provide feedback and
8 instructional support to preservice mentors and to residents in
9 curricula, instructional design and planning, and pedagogical
10 practice;

11 (ii) The school district, state-tribal education compact school,
12 or consortium must support residents in navigating the teacher
13 residency program, as well as school processes and structures; and

14 (iii) An affirmation by the school district, state-tribal
15 education compact school, or consortium of its capacity and intent to
16 hire its residents into teaching positions, with preference for
17 positions in the resident's endorsement area.

18 (2) A school district, state-tribal education compact school, or
19 consortium, and a teacher preparation program intending to operate a
20 teacher residency program shall enter into a partnership agreement
21 using the model agreement developed under subsection (1) of this
22 section.

23 NEW SECTION. **Sec. 5.** RESIDENCY PRESERVICE MENTORING AND
24 INDUCTION STANDARDS. School districts, state-tribal education compact
25 schools, and consortia must use the standards for preservice
26 mentoring and induction of residents developed under section 15 of
27 this act.

28 NEW SECTION. **Sec. 6.** RESIDENT AND PRESERVICE MENTOR SCREENING
29 TOOLS. School districts, state-tribal education compact schools, and
30 consortia must use the screening tools developed under section 15 of
31 this act.

32 NEW SECTION. **Sec. 7.** DATA COLLECTION. School districts, state-
33 tribal education compact schools, consortia, and teacher preparation
34 programs partnering to operate teacher residency programs shall
35 submit teacher residency program data at the time and in the manner
36 required by the office and the board.

1 NEW SECTION. **Sec. 8.** ADVISORY COUNCIL. (1) The board, in
2 collaboration with the office, shall coordinate and regularly convene
3 an advisory council of education partners. The advisory council must
4 include representatives of state associations representing teachers,
5 principals, administrators, school board members, and families. The
6 advisory council must study problems of practice within the teacher
7 residency programs and to guide and steer decisions for continuous
8 improvement of the teacher residency programs that result in positive
9 outcomes for students, school districts, state-tribal education
10 compact schools, consortia, teacher preparation programs, preservice
11 mentors, and residents participating in the teacher residency
12 programs.

13 (2) This section expires June 30, 2033.

14 NEW SECTION. **Sec. 9.** EVALUATION OF EFFECTIVENESS. (1) The board
15 shall contract with a nonprofit and nonpartisan organization to
16 evaluate the effectiveness and impacts of the teacher residency
17 program over at least the first four years of implementation. The
18 nonprofit and nonpartisan organization must have at least seven years
19 of experience conducting high quality research to improve evidence-
20 based education policies and practices that support empowering and
21 equitable learning for all students. By November 1, 2028, and in
22 accordance with RCW 43.01.036, the board shall submit a report of the
23 evaluation to the appropriate committees of the legislature.

24 (2) This section expires August 1, 2029.

25 NEW SECTION. **Sec. 10.** RULE-MAKING AUTHORITY. The office and the
26 board may adopt rules under chapter 34.05 RCW that are necessary for
27 the effective and efficient implementation of this chapter.

28 NEW SECTION. **Sec. 11.** Sections 1 through 10 of this act
29 constitute a new chapter in Title 28A RCW.

30 **Teacher Exchange Program Report**

31 NEW SECTION. **Sec. 12.** (1) By October 1, 2023, and in compliance
32 with RCW 43.01.036, the office of the superintendent of public
33 instruction must submit to the appropriate committees of the
34 legislature a report recommending whether and how the state should
35 establish a teacher exchange program.

1 (2) At a minimum, the report must include:

2 (a) The benefits and challenges of implementing a teacher
3 exchange program in Washington;

4 (b) Whether, and to what extent, a teacher exchange program would
5 create opportunities for professional growth for teachers in
6 Washington and other countries, facilitate cross-cultural awareness
7 and enrichment, and address Washington's teacher workforce
8 challenges;

9 (c) A list of letters, memoranda of understanding, or other
10 documents addressing issues such as teacher qualifications, including
11 licensure and experience, any United States visa requirements, and
12 estimated teacher expenses and salary information, drafted to
13 facilitate establishment and implementation of teacher exchange
14 programs in Washington; and

15 (d) An estimate of the costs to the state and to school districts
16 to implement a teacher exchange program.

17 (3) In developing its recommendations, the office of the
18 superintendent of public instruction must consult with:

19 (a) School districts with experience implementing teacher
20 exchanges and school districts interested in participating in a
21 teacher exchange program;

22 (b) The United States department of state regarding the federal
23 exchange visitor program requirements of 22 C.F.R. Part 62; and

24 (c) United States embassies and education agencies of other
25 countries.

26 (4) This section expires June 30, 2024.

27 **Educator Preparation Program Improvement Report**

28 NEW SECTION. **Sec. 13.** (1) By October 1, 2024, and in compliance
29 with RCW 43.01.036, the Washington professional educator standards
30 board shall submit a report to the appropriate committees of the
31 legislature with recommendations for the improvement of the quality
32 and effectiveness of educator preparation and workforce programs. The
33 report must compare the requirements of the teacher residency program
34 established in this act and registered teacher apprenticeship
35 programs. The report must include proposals for better coordination
36 between educator preparation partners and opportunities for educator
37 preparation and workforce program improvement and expansion.

38 (2) This section expires August 1, 2025.

1 **Preservice and Inservice Mentoring**

2 **Sec. 14.** RCW 28A.415.265 and 2019 c 295 s 302 are each amended
3 to read as follows:

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

6 ~~(a) Has successfully completed training in assisting, coaching,~~
7 ~~and advising beginning principals, beginning educational staff~~
8 ~~associates, beginning teachers, or student teachers as defined by the~~
9 ~~office of the superintendent of public instruction;~~

10 ~~(b) Has been selected using mentor standards developed by the~~
11 ~~office of the superintendent of public instruction; and~~

12 ~~(c) Is participating in ongoing mentor skills professional~~
13 ~~development.~~

14 ~~(2)(a))~~ The beginning educator support team program is
15 established to ~~((provide professional development and mentoring for~~
16 ~~beginning principals, beginning educational staff associates,~~
17 ~~beginning teachers, and candidates in alternative route teacher~~
18 ~~certification programs under chapter 28A.660 RCW)) improve beginning~~
19 ~~educator quality and increase beginning educator retention.~~

20 (2)(a) The state beginning educator support team program,
21 administered by the office of the superintendent of public
22 instruction, must support local beginning educator support team
23 programs by:

24 (i) Providing technical assistance, intentional and sustained
25 professional learning opportunities, and induction coaching services
26 to school leaders and mentors;

27 (ii) Facilitating collaborative, coordinated learning between
28 local beginning educator support team programs; and

29 (iii) Allocating grants to local beginning educator support team
30 programs as provided in subsection (3) of this section.

31 (b) The office of the superintendent of public instruction shall
32 notify school districts and state-tribal education compact schools
33 about the beginning educator support team program and encourage
34 ~~((districts to apply))~~ application for program funds.

35 (3) Subject to the availability of amounts appropriated for this
36 specific purpose, the office of the superintendent of public
37 instruction shall allocate funds for the implementation of a local
38 beginning educator support team program, with the components
39 described in subsection (5) of this section, on a competitive basis

1 to individual school districts, consortia of districts, or state-
2 tribal compact schools. In allocating funds, the office of the
3 superintendent of public instruction shall give priority to:

4 (a) Schools and districts identified for comprehensive or
5 targeted support and improvement as required under the federal
6 elementary and secondary education act;

7 (b) School districts with a large influx of beginning principals,
8 beginning educational staff associates, or beginning classroom
9 teachers; ~~((and))~~

10 (c) School districts and state-tribal education compact schools
11 ~~that ((demonstrate an understanding of the research-based standards~~
12 ~~for beginning educator induction developed by the office of the~~
13 ~~superintendent of public instruction))~~ have not recently been
14 allocated funds under this subsection (3) and exhibit a readiness to
15 implement a local beginning educator support team program; and

16 (d) School districts and state-tribal education compact schools
17 expanding existing local beginning educator support team programs.

18 (4) A portion of the ~~((appropriated funds may be used for program~~
19 ~~coordination and provision of statewide or regional professional~~
20 ~~development through))~~ funds appropriated under subsection (3) of this
21 section may be used by the office of the superintendent of public
22 instruction for activities under subsection (2) of this section.

23 (5) A local beginning educator support team program must include
24 the following components:

25 (a) A paid instructional orientation or individualized assistance
26 for beginning educators before the start of the school year ~~((for~~
27 ~~program participants))~~;

28 (b) A trained and qualified mentor assigned to each ~~((program~~
29 ~~participant))~~ beginning educator for up to three years, with
30 intensive support in the first year and decreasing support in
31 subsequent years;

32 (c) A goal to provide ~~((program participants))~~ beginning
33 educators from underrepresented populations with a mentor who has
34 strong ties to underrepresented populations;

35 (d) Ongoing professional ~~((development))~~ learning designed to
36 meet the unique needs of each ~~((program participant))~~ beginning
37 educator for supplemental training and skill development;

38 (e) Initial and ongoing professional ~~((development))~~ learning for
39 mentors;

1 (f) Release time for mentors and (~~program participants~~)
2 beginning educators to work together, as well as time for (~~program~~
3 ~~participants~~) beginning educators to observe accomplished peers;

4 (g) To the extent possible, a school or classroom assignment that
5 is appropriate for a beginning (~~principal, beginning educational~~
6 ~~staff associate, or beginning teacher~~) educator;

7 (h) Nonevaluative observations with written feedback for
8 (~~program participants~~) beginning educators;

9 (i) Support for beginning educators in understanding and
10 participating in the state and district evaluation process and using
11 the instructional framework, leadership framework, or both, to
12 promote growth;

13 (j) Adherence to research-based standards for beginning educator
14 induction developed by the office of the superintendent of public
15 instruction; (~~and~~)

16 (k) Alignment to the standards of practice developed by the
17 Washington professional educator standards board under RCW
18 28A.410.260; and

19 (l) A program evaluation that identifies program strengths and
20 gaps using the standards for beginning educator induction, the
21 retention of beginning educators, and positive impact on student
22 growth for (~~program participants~~) beginning educators.

23 (6) The local beginning educator support team program components
24 under subsection (5) of this section may be provided for continuous
25 improvement coaching to support educators on probation under RCW
26 28A.405.100.

27 (7) The definitions in this subsection apply throughout this
28 section unless the context clearly requires otherwise.

29 (a) "Beginning educator" means a first-year through third-year
30 principal, first-year through third-year teacher, and first-year
31 through third-year educational staff associate.

32 (b) "Mentor" means a certificated principal, certificated
33 teacher, or certificated educational staff associate who:

34 (i) Has had the certificate for at least three years;

35 (ii) For principals and teachers, has at least three consecutive
36 years of performance evaluations under RCW 28A.405.100 with a
37 performance rating of level 3 or above;

38 (iii) Has successfully completed training in assisting, coaching,
39 and advising beginning principals, beginning educational staff
40 associates, or beginning teachers;

1 (iv) Has been selected using mentor standards developed by the
2 office of the superintendent of public instruction and aligned to the
3 standards of practice developed by the Washington professional
4 educator standards board under RCW 28A.410.260;

5 (v) Is assigned to a beginning educator in a similar role or
6 field as the mentor, and for teachers, to the extent possible, has an
7 endorsement deemed by the Washington professional educator standards
8 board to be equivalent to the endorsement area sought by the
9 beginning educator; and

10 (vi) Is participating in ongoing mentor skills professional
11 development.

12 NEW SECTION. Sec. 15. A new section is added to chapter 28A.410
13 RCW to read as follows:

14 (1) The Washington professional educator standards board shall
15 collaborate with the office of the superintendent of public
16 instruction to develop and periodically update:

17 (a) Standards for preservice mentoring and induction of
18 preservice teachers, including residents as defined in section 1 of
19 this act, based on the standards for beginning educator mentoring and
20 induction developed under RCW 28A.415.265; and

21 (b) Model screening tools for the identification and selection of
22 residents and preservice mentors, as defined in section 1 of this
23 act.

24 (2) The standards and model screening tools developed under
25 subsection (1) of this section must be posted on the website of the
26 Washington professional educator standards board.

27 **Educator Workforce Research**

28 NEW SECTION. Sec. 16. A new section is added to chapter 28A.655
29 RCW to read as follows:

30 (1) The office of the superintendent of public instruction and
31 the Washington professional educator standards board shall collect,
32 organize, and analyze data to make determinations about the quality
33 and effectiveness of educator workforce programs.

34 (2) At a minimum, the educator workforce programs referenced
35 under this section include:

36 (a) Washington professional educator standards board-approved
37 educator preparation programs;

1 (b) Pilot projects implementing the bilingual educator initiative
2 under RCW 28A.180.120;

3 (c) Beginning educator support team programs under RCW
4 28A.415.265;

5 (d) Recruiting Washington teachers program under RCW 28A.415.370;
6 and

7 (e) Teacher residency program under chapter 28A.--- RCW (the new
8 chapter created in section 11 of this act).

9 (3) At a minimum, collected data must include educator
10 demographics, assessment scores, program completion rates,
11 endorsement completion rates, program completer rates of retention in
12 the profession, and program costs to the state and to the program
13 participant.

14 (4) At a minimum, collected data must be analyzed and used to
15 support, evaluate, and approve the programs listed in subsection (2)
16 of this section.

17 (5) The data collected under this section must be maintained in
18 the K-12 education data improvement system established under RCW
19 28A.655.210.

20 **Sec. 17.** RCW 28A.655.210 and 2009 c 548 s 202 are each amended
21 to read as follows:

22 (1) ~~((It is the legislature's intent to establish a))~~ A
23 comprehensive K-12 education data improvement system for financial,
24 student, and educator data is established. The objective of the
25 system is to monitor student progress, have information on the
26 quality of the educator workforce, monitor and analyze the costs of
27 programs, provide for financial integrity and accountability, and
28 have the capability to link across these various data components by
29 student, by class, by ~~((teacher))~~ certificated instructional staff,
30 by certificated administrative staff, by paraeducator, by school, by
31 district, by educator's preparation program, and statewide. Education
32 data systems must be flexible and able to adapt to evolving needs for
33 information, but there must be an objective and orderly data
34 governance process for determining when changes are needed and how to
35 implement them. ~~((It is the further intent of the legislature to~~
36 ~~provide independent review and evaluation of a))~~ The comprehensive
37 K-12 education data improvement system ~~((by assigning the review and~~
38 ~~monitoring responsibilities to))~~ must be independently reviewed and

1 monitored by the education data center and the legislative evaluation
2 and accountability program committee.

3 (2) (~~It is the intent that the~~) To the extent that data is
4 available, the K-12 education data improvement system must
5 specifically service reporting requirements for (~~teachers~~)
6 educators, parents, superintendents, public schools, school boards,
7 the legislature, the office of the superintendent of public
8 instruction, the Washington professional educator standards board,
9 and the public.

10 (3) (~~It is the legislature's intent that the~~) The K-12
11 education data improvement system (~~used by school districts and the~~
12 ~~state~~) must include (~~but not be limited to~~) the following
13 information and functionality:

14 (a) Comprehensive educator information, (~~including grade~~) for
15 example: Grade level and courses taught, building or location,
16 program, job assignment, years of experience, the (~~institution of~~
17 ~~higher education~~) educator preparation program from which the
18 educator obtained his or her degree, compensation, class size,
19 mobility of class population, socioeconomic data of class, number of
20 languages and which languages are spoken by students, general
21 resources available for curriculum and other classroom needs, and
22 number and type of instructional support staff in the building;

23 (b) The capacity to link educator assignment information with
24 educator certification information such as certification number, type
25 of certification, route to certification, certification program, and
26 certification assessment or evaluation scores;

27 (c) Common coding of secondary courses and major areas of study
28 at the elementary level or standard coding of course content;

29 (d) Robust student information, (~~including but not limited to~~
30 ~~student~~) for example: Student characteristics, course and program
31 enrollment, performance on statewide and district summative and
32 formative assessments to the extent district assessments are used,
33 and performance on college readiness tests;

34 (e) A subset of student information elements to serve as a
35 dropout early warning system;

36 (f) The capacity to link educator information with student
37 information;

38 (g) A common, standardized structure for reporting the costs of
39 programs at the public school and school district level with a focus
40 on the cost of services delivered to students;

1 (h) Separate accounting of state, federal, and local revenues and
2 costs;

3 (i) Information linking state funding formulas to public school
4 and school district budgeting and accounting, including procedures:

5 (i) To support the accuracy and auditing of financial data; and

6 (ii) Using the prototypical school model for school district
7 financial accounting reporting;

8 (j) The capacity to link program cost information with student
9 performance information to gauge the cost-effectiveness of programs;

10 (k) Information that is centrally accessible and updated
11 regularly; and

12 (l) An anonymous, nonidentifiable replicated copy of data that is
13 updated at least quarterly, and made available to the public by the
14 state.

15 (4) (~~It is the legislature's goal that all~~) All public schools
16 and school districts must have the capability to collect state-
17 identified common data and export it in a standard format to support
18 (~~a statewide~~) the K-12 education data improvement system (~~under~~
19 ~~this section~~).

20 (5) (~~It is the legislature's intent that the~~) The K-12
21 education data improvement system must be developed to provide the
22 capability to make reports as required under RCW 28A.300.507
23 available.

24 (6) (~~It is the legislature's intent that~~) Public schools and
25 school districts must collect and report new data elements to satisfy
26 the requirements of RCW 43.41.400, this section, and RCW 28A.300.507,
27 only to the extent funds are available for this purpose.

28 (7) The definitions in this subsection apply throughout this
29 section unless the context clearly requires otherwise.

30 (a) "Educator" includes paraeducator, certificated instructional
31 staff, and certificated administrative staff.

32 (b) "Public school" has the same meaning as in RCW 28A.150.010.

33 **Sec. 18.** RCW 28A.300.507 and 2020 c 61 s 3 are each amended to
34 read as follows:

35 (1) A K-12 data governance group shall be established within the
36 office of the superintendent of public instruction to assist in the
37 design and implementation of a K-12 education data improvement system
38 for financial, student, and educator data as described in RCW
39 28A.655.210. (~~It is the intent that the data system reporting~~

1 ~~specifically serve requirements for teachers, parents,~~
2 ~~superintendents, school boards, the office of the superintendent of~~
3 ~~public instruction, the legislature, and the public.)~~

4 (2) The K-12 data governance group shall include representatives
5 of the education data center, the office of the superintendent of
6 public instruction, the legislative evaluation and accountability
7 program committee, the Washington professional educator standards
8 board, the state board of education, and school district staff,
9 including information technology staff. Additional entities with
10 expertise in education data may be included in the K-12 data
11 governance group.

12 (3) The K-12 data governance group shall:

13 (a) Identify the critical research and policy questions that need
14 to be addressed by the K-12 education data improvement system;

15 (b) Identify reports and other information that should be made
16 available on the internet in addition to the reports identified in
17 subsection (5) of this section;

18 (c) Create a comprehensive needs requirement document detailing
19 the specific information and technical capacity needed by school
20 districts and the state to meet the legislature's expectations for a
21 comprehensive K-12 education data improvement system as described
22 under RCW 28A.655.210;

23 (d) Conduct a gap analysis of current and planned information
24 compared to the needs requirement document, including an analysis of
25 the strengths and limitations of an education data system and
26 programs currently used by school districts and the state, and
27 specifically the gap analysis must look at the extent to which the
28 existing data can be transformed into canonical form and where
29 existing software can be used to meet the needs requirement document;

30 (e) Focus on financial and cost data necessary to support the new
31 K-12 financial models and funding formulas, including any necessary
32 changes to school district budgeting and accounting, and on assuring
33 the capacity to link data across financial, student, and educator
34 systems; and

35 (f) Define the operating rules and governance structure for K-12
36 education data collections, ensuring that data systems are flexible
37 and able to adapt to evolving needs for information, within an
38 objective and orderly data governance process for determining when
39 changes are needed and how to implement them. Strong consideration
40 must be made to the current practice and cost of migration to new

1 requirements. The operating rules (~~should~~) must delineate the
2 coordination, delegation, and escalation authority for data
3 collection issues, business rules, and performance goals for each
4 K-12 education data collection system, including:

5 (i) Defining and maintaining standards for privacy and
6 confidentiality;

7 (ii) Setting data collection priorities;

8 (iii) Defining and updating a standard data dictionary;

9 (iv) Ensuring data compliance with the data dictionary;

10 (v) Ensuring data accuracy; and

11 (vi) Establishing minimum standards for school, student,
12 financial, and (~~teacher~~) certificated staff data systems. Data
13 elements may be specified "to the extent feasible" or "to the extent
14 available" to collect more and better data sets from public schools
15 and school districts with more flexible software. Nothing in RCW
16 43.41.400, this section, or RCW 28A.655.210 (~~should~~) may be
17 construed to require that a data dictionary or reporting should be
18 hobbled to the lowest common set. The work of the K-12 data
19 governance group must specify which data are desirable. (~~Districts~~)
20 Public schools and school districts that can meet these requirements
21 shall report the desirable data. Funding from the legislature must
22 establish which subset data are absolutely required.

23 (4) (a) The K-12 data governance group shall provide updates on
24 its work as requested by the education data center and the
25 legislative evaluation and accountability program committee.

26 (b) The work of the K-12 data governance group shall be
27 periodically reviewed and monitored by the educational data center
28 and the legislative evaluation and accountability program committee.

29 (5) To the extent data is available, the office of the
30 superintendent of public instruction shall make the following minimum
31 reports available on the internet. The reports must either be run on
32 demand against current data, or, if a static report, must have been
33 run against the most recent data:

34 (a) The per-pupil expenditures of federal, state, and local funds
35 including actual personnel expenditures and actual nonpersonnel
36 expenditures of federal, state, and local funds disaggregated by
37 source of funds, for each local educational agency and each school in
38 the state for the preceding fiscal year;

39 (b) Number of K-12 students per classroom teacher on a per
40 teacher basis;

1 (c) Percentage of classroom teachers per school district and per
2 school disaggregated as described in RCW 28A.300.042(1) for student-
3 level data;

4 (d) Average length of service of classroom teachers per school
5 district and per school disaggregated as described in RCW
6 28A.300.042(1) for student-level data;

7 (e) The cost of K-12 education per student by school district
8 sorted by federal, state, and local dollars; and

9 (f) Data on student growth to align with the every student
10 succeeds act (129 Stat. 1802; 20 U.S.C. Sec. 6301 et seq.).

11 ~~((The superintendent of public instruction shall submit a
12 preliminary report to the legislature by November 15, 2009, including
13 the analyses by the K-12 data governance group under subsection (3)
14 of this section and preliminary options for addressing identified
15 gaps. A final report, including a proposed phase-in plan and
16 preliminary cost estimates for implementation of a comprehensive data
17 improvement system for financial, student, and educator data shall be
18 submitted to the legislature by September 1, 2010.~~

19 ~~(7))~~) All reports and data referenced in this section and RCW
20 43.41.400 and 28A.655.210 ~~((shall))~~ must be made available in a
21 manner consistent with the technical requirements of the legislative
22 evaluation and accountability program committee and the education
23 data center so that selected data can be provided to the legislature,
24 governor, public schools, school districts, and the public.

25 ~~((8))~~) (7) Reports ~~((shall))~~ must contain data to the extent it
26 is available. All reports must include documentation of which data
27 are not available or are estimated. Reports must not be suppressed
28 because of poor data accuracy or completeness. Reports may be
29 accompanied with documentation to inform the reader of why some data
30 are missing or inaccurate or estimated.

31 **Sec. 19.** RCW 28A.410.300 and 2010 c 235 s 506 are each amended
32 to read as follows:

33 ~~((Beginning with the 2010 school year and annually thereafter,
34 each educational service district, in cooperation with the))~~ The
35 Washington professional educator standards board~~((7))~~ must annually
36 convene each educational service district and representatives from
37 school districts within that region and Washington professional
38 educator standards board-approved educator preparation programs to
39 review school district and regional educator workforce data

1 maintained in the K-12 education data improvement system established
2 under RCW 28A.655.210, make biennial projections of ((~~certificate~~))
3 certificated staffing needs, and identify how recruitment and
4 enrollment plans in educator preparation programs reflect projected
5 need.

6 **Sec. 20.** RCW 28A.410.210 and 2017 3rd sp.s. c 26 s 2 are each
7 amended to read as follows:

8 The purpose of the Washington professional educator standards
9 board is to establish policies and requirements for the preparation
10 and certification of educators that provide standards for competency
11 in professional knowledge and practice in the areas of certification;
12 a foundation of skills, knowledge, and attitudes necessary to help
13 students with diverse needs, abilities, cultural experiences, and
14 learning styles meet or exceed the learning goals outlined in RCW
15 28A.150.210; knowledge of research-based practice; and professional
16 development throughout a career. The Washington professional educator
17 standards board shall:

18 (1) Establish policies and practices for the approval of programs
19 of courses, requirements, and other activities leading to educator
20 certification including teacher, school administrator, and
21 educational staff associate certification;

22 (2) Establish policies and practices for the approval of the
23 character of work required to be performed as a condition of entrance
24 to and graduation from any educator preparation program including
25 teacher, school administrator, and educational staff associate
26 preparation program as provided in subsection (1) of this section;

27 (3) Establish a list of accredited institutions of higher
28 education of this and other states whose graduates may be awarded
29 educator certificates as teacher, school administrator, and
30 educational staff associate and establish criteria and enter into
31 agreements with other states to acquire reciprocal approval of
32 educator preparation programs and certification, including teacher
33 certification from the national board for professional teaching
34 standards;

35 (4) Establish policies for approval of nontraditional educator
36 preparation programs;

37 (5) Conduct a review of educator program approval standards at
38 least every five years, beginning in 2006, to reflect research

1 findings and assure continued improvement of preparation programs for
2 teachers, administrators, and school specialized personnel;

3 (6) Specify the types and kinds of educator certificates to be
4 issued and conditions for certification in accordance with subsection
5 (1) of this section, RCW 28A.410.251, and 28A.410.010;

6 (7) Apply for and receive federal or other funds on behalf of the
7 state for purposes related to the duties of the board;

8 (8) Adopt rules under chapter 34.05 RCW that are necessary for
9 the effective and efficient implementation of this chapter;

10 (9) Maintain data concerning educator preparation programs and
11 their quality, educator certification, educator employment trends and
12 needs, and other data deemed relevant by the board using the K-12
13 education data improvement system established under RCW 28A.655.210;

14 (10) Serve as an advisory body to the superintendent of public
15 instruction on issues related to educator recruitment, hiring,
16 mentoring and support, professional growth, retention, educator
17 evaluation including but not limited to peer evaluation, and
18 revocation and suspension of licensure;

19 (11) Submit, by October 15th of each even-numbered year and in
20 accordance with RCW 43.01.036, a joint report with the state board of
21 education to the legislative education committees, the governor, and
22 the superintendent of public instruction. The report shall address
23 the progress the boards have made and the obstacles they have
24 encountered, individually and collectively, in the work of achieving
25 the goals set out in RCW 28A.150.210;

26 (12) Establish the prospective teacher assessment system for
27 basic skills and subject knowledge that shall be required to obtain
28 residency certification pursuant to RCW 28A.410.220 through
29 28A.410.240; and

30 (13) Conduct meetings under the provisions of chapter 42.30 RCW.

31 NEW SECTION. **Sec. 21.** If specific funding for the purposes of
32 this act, referencing this act by bill or chapter number, is not
33 provided by June 30, 2023, in the omnibus appropriations act, this
34 act is null and void.

35 NEW SECTION. **Sec. 22.** This act may be known and cited as the
36 educator workforce act.

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