
SUBSTITUTE HOUSE BILL 1907

State of Washington 60th Legislature 2007 Regular Session

By House Committee on Education (originally sponsored by
Representatives P. Sullivan, McDermott and Ormsby)

READ FIRST TIME 2/28/07.

1 AN ACT Relating to educator preparation, professional development,
2 and compensation; amending RCW 28A.310.350 and 28A.415.200; adding new
3 sections to chapter 28A.415 RCW; adding a new section to chapter
4 28A.300 RCW; creating new sections; and repealing RCW 28A.300.350 and
5 28A.415.205.

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

7 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.415
8 RCW to read as follows:

9 SCHOOL DISTRICT LEADERSHIP ACADEMY. (1) Research supports the
10 value of quality school and school district leadership. Effective
11 leadership is critical to improving student learning and transforming
12 underperforming schools and school districts into world-class learning
13 centers.

14 (2) A public-private partnership is established to develop, pilot,
15 and implement the Washington state leadership academy to focus on the
16 development and enhancement of personal leadership characteristics and
17 the teaching of effective practices and skills demonstrated by school
18 and district administrators who are successful managers and

1 instructional leaders. It is the goal of the academy to provide state-
2 of-the-art programs and services across the state.

3 (3) Academy partners include the state superintendent and principal
4 professional associations, private nonprofit foundations, institutions
5 of higher education, the professional educator standards board, the
6 office of the superintendent of public instruction, educational service
7 districts, the state school business officers' association, and other
8 entities identified by the partners. The partners shall designate an
9 independent organization to act as the fiscal agent for the academy and
10 shall establish a board of directors to oversee and direct the
11 academy's finances, services, and programs. The academy shall be
12 supported by a national research institution with demonstrated
13 expertise in educational leadership.

14 (4) Initial development of academy course content and activities
15 shall be supported by private funds. Initial tasks of the academy are
16 to:

17 (a) Finalize a comprehensive design of the academy and the
18 development of the curriculum frameworks for a comprehensive leadership
19 development program that includes coursework, practicum, mentoring, and
20 evaluation components;

21 (b) Develop curriculum for individual leadership topics;

22 (c) Pilot the curriculum and all program components; and

23 (d) Modify the comprehensive design, curriculum coursework,
24 practicum, and mentoring programs based on the research results gained
25 from pilot activities.

26 (5) The board of directors shall report semiannually to the
27 superintendent of public instruction on the financial contributions
28 provided by foundations and other organizations to support the work of
29 the academy. The board of directors shall report by December 31st each
30 year to the superintendent of public instruction on the programs and
31 services provided, numbers of participants in the various academy
32 activities, evaluation activities regarding program and participant
33 outcomes, and plans for the academy's future development.

34 (6) The board of directors shall identify possible areas to better
35 coordinate with and make recommendations for changes in superintendent
36 and principal preparation programs, the administrator licensure system,
37 and continuing education requirements.

1 NEW SECTION. **Sec. 2.** PROFESSIONAL EDUCATOR STANDARDS BOARD

2 DUTIES. (1) The purpose of the duties in this section for the
3 professional educator standards board is to take the next steps in
4 developing quality teaching knowledge and skill in the state's teaching
5 ranks. The duties build upon the current teacher development
6 foundation that requires demonstrated teaching competency, requires
7 evidence of positive impact on student learning, and focuses on
8 furthering state kindergarten through twelfth grade learning goals
9 through instructional skill alignment.

10 (2) The professional educator standards board shall:

11 (a) By December 2007:

12 (i) Adopt new knowledge and skill standards that prepare all
13 individuals seeking residency teacher certification to integrate
14 mathematics across all content areas; and

15 (ii) Adopt new certification requirements for individuals seeking
16 residency teacher certification as elementary education or middle level
17 and secondary mathematics teachers to assure adequate content and
18 instructional strategy preparation to teach to the kindergarten through
19 twelfth grades state mathematics and science standards;

20 (b) By June 2009:

21 (i) Set performance standards and develop, pilot, and implement a
22 uniform and externally administered professional-level certification
23 assessment based on demonstrated teaching skill. In the development of
24 this assessment, consideration shall be given to changes in
25 professional certification program components such as the culminating
26 seminar;

27 (ii) Summarize its work in the development of the assessment in
28 (b)(i) of this subsection in the annual reports required by RCW
29 28A.410.240; and

30 (iii) Review and revise the standards for higher education teacher
31 preparation programs to incorporate updated practices to enhance
32 teacher success in a knowledge and skill-based performance system that
33 emphasizes strong content, applied learning, and personal, meaningful
34 connections with students; and

35 (c) By December 2009, review and revise as needed teacher
36 preparation standards and requirements to focus on diversity in
37 cultural knowledge and respect.

1 NEW SECTION. **Sec. 3.** SCHOOL STAFF PAY STRUCTURE. (1) The
2 legislature finds that the current pay structure for certificated
3 instructional and classified school staff must be updated to address
4 and acknowledge the depth of content knowledge, range of instructional
5 skill, and intensity of practice experienced by teachers and other
6 instructional and noninstructional staff in our state.

7 (2) The office of financial management shall lead a committee to
8 develop recommendations for a new comprehensive expertise and incentive
9 pay structure for K-12 staff. The director of the office of financial
10 management or the director's designee shall serve as chair of the
11 committee. Committee members shall include, but not be limited to:

12 (a) Four legislators, with one appointed by each of the major
13 caucuses in the house of representatives and senate;

14 (b) The superintendent of public instruction or the
15 superintendent's designee;

16 (c) A member of the professional educator standards board;

17 (d) A member from each statewide education organization
18 representing teachers, classified staff, school business officers,
19 principals, superintendents, school directors, human resource
20 professionals, and parents; and

21 (e) Business organizations.

22 (3) The recommendations shall include a proposed expertise and
23 incentive pay structure that includes:

24 (a) Changes to the certificated instructional staff salary
25 allocation model to include pay for performance, knowledge, and skills;

26 (b) Elements to recognize assignments that are difficult;

27 (c) Recognition for the professional teaching level certificate in
28 the salary allocation model; and

29 (d) Methods for recognizing expertise and incentives for classified
30 school staff.

31 (4) The committee's recommendations shall also include a plan to
32 implement the expertise and incentive pay structure for K-12 staff.
33 The plan shall include necessary support elements to implement the pay
34 structure, such as a professional development delivery system that
35 focuses on identified areas of knowledge and skill and addresses the
36 transition from the current salary allocation model to the expertise
37 and incentive pay structure.

1 (5) The committee may create ad hoc subgroups as needed to complete
2 specified tasks or to compile research and expertise on selected
3 subjects.

4 (6) The office of financial management shall submit the committee's
5 final recommendations, including the expertise and incentive pay
6 structure, to the governor and fiscal committees of the legislature by
7 December 15, 2008.

8 NEW SECTION. **Sec. 4.** SCHOOL EMPLOYEE PAY SYSTEM REVIEW. The
9 office of financial management and the superintendent of public
10 instruction shall jointly conduct a review of pay systems for teachers
11 and classified school employees in other states. The office of
12 financial management and the superintendent of public instruction shall
13 develop a methodology for comparing teacher and classified school
14 employee salaries among the states. The office of financial management
15 shall report to the governor and the legislature on the findings from
16 this review and the initial set of salary comparisons among the states
17 by January 10, 2008.

18 NEW SECTION. **Sec. 5.** Sections 5 through 9 of this act represent
19 core components of a comprehensive initiative to improve mathematics,
20 science, and targeted secondary reading education and achievement
21 through educator professional development and support. The initiative
22 focuses on:

23 (1) A regional delivery system to provide professional development
24 and support to schools and school districts through the educational
25 service districts;

26 (2) A tiered support system that provides resources, services,
27 assistance, and intervention for schools and districts, depending on
28 their levels of need;

29 (3) Leveraging existing public and private resources and district-
30 initiated activities; and

31 (4) Accountability through outcome-oriented performance agreements,
32 contracts, reporting, and data collection.

33 NEW SECTION. **Sec. 6.** (1) The mathematics, science, and targeted
34 secondary reading improvement initiative shall provide the capacity and
35 resources for the superintendent of public instruction, educational

1 service districts, school districts, and schools to conduct a broad
2 range of activities, depending on the level of need and priority of the
3 school or district. The focus of the initiative is on building and
4 enhancing the quality of mathematics and science instruction.

5 (2) Activities supported by the initiative include, but are not
6 limited to:

7 (a) Targeted professional development in content knowledge,
8 content-specific pedagogy, differentiated instruction, effective
9 teaching strategies, learning modules, and mathematics and science
10 standards and curriculum;

11 (b) Use and analysis of diagnostic assessments and other data on
12 student achievement to improve instruction;

13 (c) Curriculum alignment and development or purchase of
14 supplemental materials;

15 (d) Integration of technology; and

16 (e) Mentors and instructional coaches.

17 NEW SECTION. **Sec. 7.** In support of the mathematics, science, and
18 targeted secondary reading improvement initiative, the office of the
19 superintendent of public instruction shall:

20 (1) Create a partnership with the educational service districts to
21 develop and deliver professional development learning opportunities for
22 educators that fulfill the goals and address the specific targeted
23 activities described in this section. The partnership shall:

24 (a) Support school districts by providing professional development
25 leadership, courses, and consultation services to school districts in
26 their implementation of the professional development activities
27 described in sections 5 through 9 of this act; and

28 (b) Support one another in the delivery of state-level and
29 regional-level professional development activities such as state
30 conferences and regional accountability institutes;

31 (2) Enter into a performance agreement with each educational
32 service district to clearly articulate partner responsibilities and
33 assure fidelity for the delivery of professional development
34 initiatives including job-embedded practices. Components of such
35 performance agreements shall include:

36 (a) Participation in the development of various professional
37 development workshops, programs, and activities;

1 (b) Characteristics and qualifications of professional development
2 staff supported by the program;

3 (c) Methods to ensure consistent delivery of professional
4 development services; and

5 (d) Reporting responsibilities related to services provided,
6 program participation, outcomes, and recommendations for service
7 improvement;

8 (3) In collaboration with the educational service districts,
9 develop a methodology for distributing funds appropriated for
10 activities under the tiered support system in section 8 of this act
11 among the educational service districts and among the three tiers of
12 support. The methodology shall take into account the anticipated
13 demand and need for services by school districts in each tier and the
14 size of those school districts. The methodology shall also reflect a
15 higher priority and greater need for support and resources for schools
16 and districts in tier three;

17 (4) Develop guidelines for educational service districts in
18 administering grants, developing district improvement agreements, and
19 implementing intensive intervention and support services. The
20 guidelines shall not require all educational service districts to
21 follow the same procedures in all circumstances, but shall ensure
22 general equity for school districts across the state in how the
23 districts may access resources under the initiative and the activities
24 and services that are provided by the educational service districts;

25 (5) Identify the schools and school districts eligible for tier
26 three intensive intervention and support, based on low student
27 performance in mathematics and science. The superintendent shall
28 consider whether the school has the capacity to feasibly integrate
29 additional resources with any existing state or federal improvement
30 funds. To the maximum extent possible, the identification of and the
31 intensive intervention services provided to tier three schools and
32 districts shall align with the accountability plan developed by the
33 state board of education; and

34 (6) In collaboration with the educational service districts,
35 develop guidelines and a common reporting format for collecting data
36 and information about the activities and outcomes under the initiative
37 and designate one or more common diagnostic assessments for districts
38 to use in reporting and monitoring student achievement.

1 NEW SECTION. **Sec. 8.** Resources for the mathematics, science, and
2 targeted secondary reading improvement initiative shall be provided
3 through the office of the superintendent of public instruction and
4 educational service districts to schools and school districts based on
5 a tiered support system. The legislature's intent is that resources
6 from the mathematics, science, and targeted secondary reading
7 improvement initiative are provided over a four-year period.

8 (1) Tier one: Initiative grants. School districts may apply on a
9 competitive basis to their educational service district for grants to
10 support activities to improve mathematics, science, and secondary
11 reading instruction. A district may contract with the educational
12 service district for services, use the grant for district-initiated
13 activities, or both. Tier one districts must demonstrate how district
14 resources and resources from public-private partnerships shall be used
15 to leverage the grant funds. Tier one grant recipients must identify
16 measurable outcomes from the activities supported by the grant and
17 report results in a prescribed format, including student achievement
18 data from designated diagnostic assessments.

19 (2) Tier two: Improvement agreements. School districts may work
20 with the office of the superintendent of public instruction and
21 educational service districts to plan, develop, and implement a
22 mathematics, science, and targeted secondary reading improvement
23 initiative tailored to the needs of the district. The office of the
24 superintendent of public instruction, the educational service district,
25 and the school district shall develop a joint agreement that identifies
26 the services and support to be provided by the educational service
27 district, the activities to be conducted by the district using
28 improvement agreement funds, and the expected measurable outcomes from
29 the activities. Recipients of funds under a tier two improvement
30 agreement must report results of the activities supported by the
31 agreement in a prescribed format, including student achievement data
32 from designated diagnostic assessments.

33 (3) Tier three: Intensive intervention and support. School
34 districts and schools with low student performance in mathematics,
35 science, and/or secondary reading as identified by the superintendent
36 of public instruction under section 7 of this act are eligible for
37 intensive intervention and support coordinated by the office of the

1 superintendent of public instruction and/or the educational service
2 district. School districts or individual schools may receive tier
3 three support. Recipients of funds under tier three support must:

4 (a) Participate in an audit of the mathematics, science, and
5 secondary reading instructional delivery system, including policies and
6 practices, curriculum alignment, teacher pedagogy and content
7 knowledge, and assessment of overall climate and practice compared to
8 best practices;

9 (b) Develop, with assistance from the educational service district,
10 a school or district intervention plan that focuses on areas of highest
11 need and provides intensive professional development in those areas;

12 (c) Participate in professional development using the services of
13 a technical assistance team that includes a trained and experienced
14 facilitator and mathematics, science, or reading instructional coaches
15 to provide job-embedded professional development; and

16 (d) Identify measurable outcomes from the activities supported by
17 the grant and report results in a prescribed format, including student
18 achievement data from designated diagnostic assessments.

19 NEW SECTION. **Sec. 9.** (1) Educational service districts shall
20 coordinate with the superintendent of public instruction to develop and
21 maintain the capacity to provide administrative, professional
22 development, technical assistance, and intervention services under the
23 mathematics, science, and targeted secondary reading improvement
24 initiative to support school districts as required under section 8 of
25 this act, including:

26 (a) Administering, reviewing, and monitoring grants for tier one
27 grant recipients and providing contracted services;

28 (b) Developing, administering, and monitoring tier two improvement
29 agreements and providing support and services under the terms of the
30 agreements; and

31 (c) Coordinating and providing the intensive intervention and
32 support for tier three schools and districts, including the
33 instructional audit, intervention plan, and intervention team.

34 (2) Educational service districts shall also:

35 (a) Develop public-private partnerships and seek external grants
36 and funds to leverage the state resources provided to support the
37 mathematics and science improvement initiative;

1 (b) Collect, compile, and disseminate data and information about
2 the activities and outcomes under the initiative, including student
3 achievement data from designated diagnostic assessments; and

4 (c) Develop appropriate reporting and monitoring procedures to
5 ensure accountability for the use of funds distributed to school
6 districts through the tiered support system and for the achievement of
7 desired outcomes.

8 **Sec. 10.** RCW 28A.310.350 and 1977 ex.s. c 283 s 10 are each
9 amended to read as follows:

10 The basic core services and cost upon which educational service
11 districts are budgeted shall include, but not be limited to, the
12 following:

13 (1) Educational service district administration and facilities such
14 as office space, maintenance and utilities;

15 (2) Cooperative administrative services such as assistance in
16 carrying out procedures to abolish sex and race bias in school
17 programs, fiscal services, grants management services, special
18 education services and transportation services;

19 (3) Personnel services such as certification/registration services;

20 (4) Learning resource services such as audio visual aids;

21 (5) Cooperative curriculum services such as health promotion and
22 health education services, in-service training, workshops and
23 assessment; (~~and~~)

24 (6) Professional development services identified by statute or the
25 omnibus appropriations act; and

26 (7) Special needs of local education agencies.

27 NEW SECTION. **Sec. 11.** RCW 28A.300.350 (Excellence in mathematics
28 training program) and 1999 c 347 s 2 are each repealed.

29 NEW SECTION. **Sec. 12.** Sections 5 through 9 of this act are each
30 added to chapter 28A.415 RCW under the subchapter heading "mathematics,
31 science, and targeted secondary reading improvement initiative."

32 **Sec. 13.** RCW 28A.415.200 and 1989 c 146 s 1 are each amended to
33 read as follows:

34 The legislature finds that it is important to have a teaching force

1 that reflects the rich diversity of the students served in the public
2 schools. A diverse and culturally competent teaching force provides a
3 unique social, emotional, and academic learning environment for a
4 diverse student body. The legislature further finds that certain
5 groups, as characterized by ethnic background, are traditionally
6 underrepresented in the teaching profession in the state of Washington
7 and that the ethnic diversity of the student population in the state of
8 Washington is increasing. (~~The legislature intends to increase the~~
9 ~~number of people from underrepresented groups entering our teaching~~
10 ~~force.~~) The legislature further finds that Washington lacks a
11 systemic and strategic recruitment approach to increasing diversity
12 among educators. Additional steps must be taken to increase the number
13 of diverse high school students who seek to enter the teaching
14 profession, especially in teacher shortage areas and among
15 multilingual, multicultural students.

16 NEW SECTION. Sec. 14. A new section is added to chapter 28A.415
17 RCW to read as follows:

18 (1) The recruiting diverse Washington teachers program is
19 established to recruit and provide training and support for diverse
20 high school students to enter the teaching profession, especially in
21 teacher shortage areas and among multilingual, multicultural students.
22 The program shall be administered by the professional educator
23 standards board.

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

25 (a) Targeted recruitment of diverse students, especially
26 multilingual, multicultural students in grades nine through twelve
27 through outreach and communication strategies. The focus of
28 recruitment efforts shall be on encouraging students to consider and
29 explore becoming future teachers in mathematics, science, bilingual
30 education, special education, and English as a second language;

31 (b) A curriculum that provides future teachers with opportunities
32 to observe classroom instruction at all grade levels; includes
33 preteaching internships at all grade levels with a focus on shortage
34 areas; and covers such topics as lesson planning, learning styles,
35 student learning data and information, the achievement gap, cultural
36 competency, and education policy;

1 (c) Academic and community support services for students to help
2 them overcome possible barriers to becoming future teachers, such as
3 supplemental tutoring; advising on college readiness, applications, and
4 financial aid processes; and mentoring; and

5 (d) Future teacher camps held on college campuses where students
6 can attend workshops and interact with college faculty and current
7 teachers.

8 (3) As part of its administration of the program, the professional
9 educator standards board shall:

10 (a) Develop the curriculum and program guidelines in consultation
11 with an advisory group of teachers, representatives of teacher
12 preparation programs, teacher candidates, students, and representatives
13 of diverse communities;

14 (b) Subject to funds appropriated for this purpose, allocate grant
15 funds through a competitive process to partnerships of high schools,
16 teacher preparation programs, and community-based organizations to
17 design and deliver programs that include the components under
18 subsection (2) of this section; and

19 (c) Conduct an evaluation of the effectiveness of current
20 strategies and programs for recruiting diverse teachers, especially
21 multilingual, multicultural teachers, in Washington and in other
22 states. The board shall use the findings from the evaluation to revise
23 the recruiting diverse Washington teachers program as necessary and
24 make other recommendations to teacher preparation programs or the
25 legislature.

26 NEW SECTION. **Sec. 15.** A new section is added to chapter 28A.300
27 RCW to read as follows:

28 (1) Subject to funds appropriated for this purpose, a bilingual
29 teacher mentoring and training program is created as a pilot project
30 conducted by the Latino/a educational achievement project in
31 partnership with the superintendent of public instruction.
32 Participating students are recruited in their junior year and assigned
33 a teacher/mentor. Students selected to participate in the program must
34 be fluent in English and another language, including but not limited to
35 Spanish. Students fluent in Washington state trade partner languages
36 shall be given preference in the selection process.

1 (2) The Latino/a educational achievement project shall select pilot
2 project sites from Latino/a educational achievement project school
3 district educational partners. Pilot projects shall be conducted in
4 eastern and western Washington, serving fifty students in the 2007-2009
5 biennium.

6 (3) The bilingual teacher mentoring and training program shall be
7 a two-year program, with students participating in their junior and
8 senior years of high school. Teachers/mentors shall work with parents
9 and students using a teacher mentoring and training curriculum that is
10 developed by the Latino/a educational achievement project and the
11 superintendent of public instruction for the specific purpose of
12 mentoring and training future bilingual teachers.

13 (4) Students who successfully complete the program are eligible for
14 scholarship awards under the future teachers conditional scholarship
15 and loan repayment program under chapter 28B.102 RCW. A student
16 successfully completes the program if the student:

- 17 (a) Graduates from high school with at least a "C" average;
- 18 (b) Has no felony convictions;
- 19 (c) Is a Washington resident student as defined under RCW
20 28B.15.012; and
- 21 (d) While enrolled in the program, devoted at least one hundred
22 hours during each of his or her junior and senior years of high school
23 to program activities.

- 24 (5) Teacher/mentors in the program shall be:
- 25 (a) Active or retired teachers in the school district;
 - 26 (b) Bilingual, with bi-cultural skills and knowledge;
 - 27 (c) Knowledgeable of secondary and postsecondary educational
28 systems, with the ability to advise students on preparing to enter a
29 bachelor's degree program; and
 - 30 (d) The same gender as the mentored student.

- 31 (6) At a minimum, the teacher/mentor shall:
- 32 (a) Serve as a mentor to two students and receive a one thousand
33 dollar stipend each year;
 - 34 (b) Devote a minimum of forty hours each year to program
35 activities;
 - 36 (c) Meet with students weekly for a minimum of fifteen minutes;
 - 37 (d) Keep a monthly documentation log of meetings with students and
38 parents or guardians;

1 (e) Receive and review student attendance regularly and share the
2 information with parents or guardians at least quarterly;

3 (f) Monitor students' progress toward high school graduation;

4 (g) Confer with students and their parents or guardians and
5 counseling staff on college search, application processes, college
6 preparatory courses, financial aid, and other college-related issues;

7 (h) Assist students in appropriate high school course selection to
8 ensure students can meet four-year college entrance requirements;

9 (i) Guide students on the registration requirements for necessary
10 college entrance and college placement tests; and

11 (j) Carry out other responsibilities as identified by the pilot
12 project.

13 (7) The superintendent of public instruction shall assist the
14 Latino/a educational achievement project in the design and
15 administration of the bilingual teacher mentoring and training program.
16 The superintendent of public instruction shall distribute available
17 funds to the pilot projects. The superintendent of public instruction
18 shall report to the education and higher education committees of the
19 legislature on the outcomes of the pilot project by December 1, 2008.

20 (8) As used in this section, "Washington state trade partner
21 language" means any language spoken in a country that imports, exports,
22 or uses products primarily produced in the state of Washington.

23 NEW SECTION. **Sec. 16.** RCW 28A.415.205 (Minority teacher
24 recruitment program) and 2005 c 497 s 211, 1991 c 238 s 75, & 1989 c
25 146 s 2 are each repealed.

26 NEW SECTION. **Sec. 17.** Captions used in this act are not any part
27 of the law.

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