
HOUSE BILL 2382

State of Washington

64th Legislature

2016 Regular Session

By Representatives Magendanz, Muri, Stambaugh, Caldier, Stokesbary, Hargrove, and Pollet

Read first time 01/12/16. Referred to Committee on Education.

1 AN ACT Relating to increasing recruitment and retention of
2 teachers in alternate route programs; amending RCW 28A.415.265;
3 creating new sections; and providing expiration dates.

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

5 NEW SECTION. **Sec. 1.** INTENT. (1) The legislature finds that
6 recruiting and retaining highly qualified teachers is necessary for
7 providing Washington students the opportunity to obtain a world class
8 basic education. The legislature finds that many factors have
9 impacted the teacher shortage including the economic downturn, high
10 new teacher attrition, high rates of retirement, K-3 class size
11 reduction, and fewer teacher candidates entering the profession. In
12 the past five years, the professional educator standards board
13 reported a two hundred fifty percent increase in demand for new
14 teachers.

15 (2) It is the intent of the legislature to promote alternate
16 routes to teacher certification as the first step to a desirable and
17 meaningful career in teaching. It is also the intent of the
18 legislature to remove barriers to entering the teaching profession
19 and obtaining certification. It is additionally the intent of the
20 legislature to support alternate route teacher candidates during the
21 certification process.

1 (3) The legislature finds that districts must coordinate with
2 universities and colleges to provide quality programs and support for
3 alternate route teacher candidates. Highly qualified candidates will
4 have difficulty seeking employment at districts that do not engage in
5 alternate route programs. It is the intent of the legislature to
6 strengthen and encourage the coordination between Washington state
7 colleges and universities and local school districts. The legislature
8 also intends to encourage colleges and universities to seek
9 professional educator standards board approval for alternate route
10 programs and implement these programs.

11 (4) Finally, the legislature intends to improve retention of
12 alternate route teacher candidates by expanding mentoring programs to
13 increase competence and professional support.

14 NEW SECTION. **Sec. 2.** AWARENESS CAMPAIGN. (1) The workforce
15 training and education coordinating board, in collaboration with the
16 professional educator standards board, shall work with the student
17 achievement council, the office of the superintendent of public
18 instruction, school districts, educational service districts, the
19 state board for community and technical colleges, the institutions of
20 higher education, major employers, and other parties to develop and
21 implement a statewide public awareness campaign designed to increase
22 recruitment into approved residency teacher preparation programs at
23 public and private institutions of higher education and alternate
24 route teacher certification programs.

25 (2) This section expires July 1, 2019.

26 NEW SECTION. **Sec. 3.** ADDRESSING BARRIERS. (1) The professional
27 educator standards board shall coordinate meetings between the school
28 districts that do not have approved alternate route teacher
29 certification programs and the nearest public or private institution
30 of higher education with a professional educator standards board-
31 approved teacher preparation program. The purpose of the meetings is
32 to determine whether the districts and institutions can partner to
33 apply to the professional educator standards board to operate an
34 alternate route teacher certification program.

35 (2) All professional educator standards board-approved residency
36 teacher preparation programs at institutions of higher education as
37 defined in RCW 28B.10.016 not currently a partner in an alternative
38 route program must seek approval from the professional educator

1 standards board to offer an alternate route program by submitting the
2 proposal developed under RCW 28A.410.290, or an updated version of
3 the proposal, by September 1, 2016. If approved, the institution of
4 higher education must implement an alternate route program according
5 to a timeline suggested by the professional educator standards board.

6 (3) This section expires July 1, 2017.

7 **Sec. 4.** RCW 28A.415.265 and 2013 2nd sp.s. c 18 s 401 are each
8 amended to read as follows:

9 (1)(a) The educator support program is established to provide
10 professional development and mentor support for beginning educators,
11 candidates in alternate route teacher programs under RCW 28A.660.040,
12 and educators on probation under RCW 28A.405.100, to be composed of
13 the beginning educator support team for beginning educators and
14 continuous improvement coaching for educators on probation, as
15 provided in this section.

16 (b) The superintendent of public instruction shall notify school
17 districts about the educator support program and encourage districts
18 to apply for program funds.

19 (2)(a) Subject to funds appropriated for this specific purpose,
20 the office of the superintendent of public instruction shall allocate
21 funds for the beginning educator support team on a competitive basis
22 to individual school districts or consortia of districts. School
23 districts are encouraged to include educational service districts in
24 creating regional consortia. In allocating funds, the office of the
25 superintendent of public instruction shall give priority to school
26 districts with low-performing schools identified under RCW
27 28A.657.020 as being challenged schools in need of improvement. A
28 portion of the appropriated funds may be used for program
29 coordination and provision of statewide or regional professional
30 development through the office of the superintendent of public
31 instruction.

32 (b) A beginning educator support team must include the following
33 components:

34 (i) A paid orientation or individualized assistance before the
35 start of the school year for beginning educators;

36 (ii) Assignment of a trained and qualified mentor for the first
37 three years for beginning educators, with intensive support in the
38 first year and decreasing support over the following years depending
39 on the needs of the beginning educator;

1 (iii) Professional development for beginning educators that is
2 designed to meet their unique needs for supplemental training and
3 skill development;

4 (iv) Professional development for mentors;

5 (v) Release time for mentors and their designated educators to
6 work together, as well as time for educators to observe accomplished
7 peers; and

8 (vi) A program evaluation using a standard evaluation tool
9 provided from the office of the superintendent of public instruction
10 that measures increased knowledge, skills, and positive impact on
11 student learning for program participants.

12 (3) Subject to funds separately appropriated for this specific
13 purpose, the beginning educator support team components under
14 subsection (2) of this section may be provided for continuous
15 improvement coaching to support educators on probation under RCW
16 28A.405.100.

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