
Education Committee

HB 1827

Brief Description: Relating to expanding the current and future educator workforce supply through evidence-based strategies to improve and incentivize the recruitment and retention of highly effective educators, especially in high-need subject, grade-level, and geographic areas, and to establish a cohesive continuum of high quality professional learning from preparation programs to job embedded induction, mentoring, collaboration, and other professional development opportunities.

Sponsors: Representatives Santos, Tarleton, Fey, Doglio, Pollet and Ortiz-Self.

Brief Summary of Bill

- Expands the current and future educator workforce supply through evidence-based strategies to:
 - improve and incentivize the recruitment and retention of highly effective educators, especially in high-need subject, grade-level, and geographic areas; and
 - establish a cohesive continuum of high quality professional learning from preparation programs to job embedded induction, mentoring, collaboration, and other professional development opportunities.

Hearing Date: 2/7/17

Staff: Megan Wargacki (786-7194).

Background:

State Agencies.

Professional Educator Standards Board (PESB). Established by the Legislature in 2000, the PESB is a 12-member board that adopts rules and creates policies for the preparation and certification of educators. The PESB's statutory duties include:

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

- establishing policies and practices for the approval of programs of courses, requirements, and other activities leading to educator certification, such as for teachers, administrators, and educational staff associates;
- reviewing school district and regional educator workforce data and identifying how recruitment and enrollment plans in education preparation programs reflect projected need.

Office of the Superintendent of Public Instruction (OSPI). In addition to its constitutional charge of supervising all matters pertaining to public schools, the Superintendent of Public Instruction (SPI) and its office has numerous and broad responsibilities prescribed in statute, including:

- making rules and regulations necessary for the administration of public education requirements; and
- developing and providing training or professional development to school staff.

Washington Student Achievement Council (WSAC). The WSAC was created in 2012 to provide strategic planning, oversight, advocacy, and programs that support increased student success and higher levels of educational attainment in Washington. The WSAC administers many state financial aid programs.

Teacher Shortages. The OSPI surveyed school district principals and human resource directors in fall 2016 and found that districts are struggling to hire qualified teachers and substitutes. Washington produced nearly 2,500 teachers in 2015. The OSPI reports that the estimated annual shortfall in needed teachers is expected to be approximately 3,500 teachers annually if current trends continue.

Shortage Areas. The PESB designates official shortage areas based on periodic analysis of educator supply and demand in Washington. An endorsement is the subject area in which a certified educator is authorized to teach, along with designated grade levels for that area.

The PESB has identified the most common endorsement shortage areas, for example special education, English Language Learner, mathematics, and science. Other subject matter shortage areas are specific to regions and so are identified as geographic shortage areas.

Supporting Future Educators from the Community. In 2016, the PESB issued a report that highlights the best practices to "Grow Your Own" educators as it relates to human resources, recruitment and advancement, high school teacher academies, paraeducator and emergency substitute pipelines, engaging career changers and retirees, and candidate development across systems. The report identifies four major themes that influence and support enhancing educator pathways and increasing the diversity of the educator workforce:

- recruit local talent;
- provide intensive residency;
- provide financial support; and
- provide testing and academic support.

District Human Resource Practices. For the past few years, the PESB has been investigating school district human resource practices related to teacher recruitment and retention, including selection, hiring, and onboarding/induction. In order to identify best practices in these areas, the PESB commissioned a case study of three school districts with better human resource practices

than other districts, and a review of the scientific literature on human resource practices in public education. Using the best practice, the PESB has developed a strategy for delivering training to school district staff responsible for human resource practices.

Evidence-Based Assessment of Teaching Effectiveness. In 2010, the Legislature required PESB-approved teacher preparation programs to administer to preservice candidates the evidence-based assessment of teaching effectiveness, called the edTPA, adopted by the PESB. There are currently 27 subject-specific assessments available.

Washington is the lead state in a 22-state consortium implementing the edTPA, and was the first state to begin implementation. At this time, over 30 states have edTPA policies or have institutions using the edTPA.

All candidates completing PESB-approved teacher preparation programs have been required to successfully pass the edTPA since January 2014. Most candidates currently pass the edTPA, but PESB has plans to raise the passing score in the 2017-18 school year.

Federal Teacher Loan Forgiveness Programs. The federal government offers both grants and loans to support students to access and complete higher education. Individuals with qualifying federal loans are eligible for loan cancellation or loan forgiveness if they are teaching full-time at a low-income school, or are teaching in certain subject areas, among other requirements.

Summary of Bill:

This act may be known and cited as the expanding the current and future educator workforce supply through evidence-based strategies to improve and incentivize the recruitment and retention of highly effective educators, especially in high-need subject, grade-level, and geographic areas, and to establish a cohesive continuum of high quality professional learning from preparation programs to job embedded induction, mentoring, collaboration, and other professional development opportunities act.

Appropriation: None.

Fiscal Note: Not requested.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.