

SENATE BILL REPORT

2SHB 1028

As Passed Senate - Amended, April 10, 2021

Title: An act relating to evaluation and recommendation of candidates for residency teacher certification.

Brief Description: Concerning evaluation and recommendation of candidates for residency teacher certification.

Sponsors: House Committee on Appropriations (originally sponsored by Representatives Bergquist, McCaslin, Dolan, Stonier and Pollet).

Brief History: Passed House: 2/24/21, 96-0.

Committee Activity: Early Learning & K-12 Education: 3/10/21, 3/19/21 [DP, DNP, w/oRec].

Floor Activity: Passed Senate - Amended: 4/10/21, 25-24.

Brief Summary of Amended Bill

- Requires Washington Professional Educator Standards Board (PESB) approved teacher preparation programs to recommend for residency teacher certification each person who, during the 2019-20, 2020-21, or 2021-22 academic years, met all program requirements except for the completion of the evidence-based assessment of teaching effectiveness.
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- Allows teacher preparation programs to recommend candidates who do not achieve a passing score on the evidence-based assessment if the candidate obtains an alternative score and the program determines the candidate has demonstrated the requisite knowledge and skills.
- Requires the PESB to adopt the most recent teaching standards published by specified organizations.
- Directs each approved teacher preparation program to publish and

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provide a list of program completion requirements to candidates prior to admission.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass.

Signed by Senators Wellman, Chair; Nobles, Vice Chair, K-12; Wilson, C., Vice Chair, Early Learning; Hunt and McCune.

Minority Report: Do not pass.

Signed by Senators Dozier and Mullet.

Minority Report: That it be referred without recommendation.

Signed by Senators Hawkins, Ranking Member; Pedersen.

Staff: Benjamin Omdal (786-7442)

Background: Teacher Certification Requirements. Under state law, the Professional Educator Standards Board (PESB) is tasked with establishing rules for teacher certification, including requirements for teacher preparation programs. Under rules set by PESB and state law, there are several pathways to becoming a certificated teacher, with the traditional route being enrollment in a teacher preparation program as part of a bachelor or master's degree program. All individuals hoping to become certified teachers in Washington must meet assessment requirements.

Minimum Assessment Requirements. Before receiving their initial—residency—teaching certificate, teacher certification candidates must achieve a minimum score on a uniform and externally administered professional-level certification assessment based on demonstrated teaching skill. This assessment, more commonly known as the edTPA, is a national assessment that analyzes teaching candidates' planning, instruction, and knowledge through a submitted portfolio which is then graded by educators.

All teaching candidates completing PESB-approved teacher preparation programs have been required to successfully pass the edTPA since January 2014. Candidates must also meet a minimum score on an assessment of subject knowledge to obtain an endorsement in that area.

Teacher Certification Standards. The PESB is required by state law to adopt a set of articulated teacher knowledge, skill, and performance standards that are evidence-based, measurable, meaningful, and documented in high-quality research as being associated with improved student learning. The learning standards must be calibrated for each level along the entire career continuum. The PESB must, to the extent possible, incorporate social-

emotional learning standards and cultural competency standards into these standards.

A PESB rule requires that PESB-approved teacher preparation programs ensure candidates demonstrate the most recently published model teaching standards by the Interstate Teacher Assessment and Support Consortium (InTASC). The ten InTASC standards, published in 2013, relate to the learner, content, instructional practice, and professional responsibility.

Summary of Amended Bill: Recommendation for Residency Teacher Certification. PESB-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 the completion of the edTPA. Programs must attempt to notify each person who meets these requirements.

Multiple Measure Review of Candidates. Beginning September 1, 2022, candidates who do not achieve a passing score on the edTPA but obtain an alternative score, as set by the PESB, may be recommended for certification if the teacher preparation program determines the candidate has demonstrated the requisite knowledge and skills upon review of one of more multiple measures.

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

- observation of practice in the role as documented by a mentor teacher or the preparation program;
- evidence submitted by the candidate to the program provider in the areas of planning, instruction, or student assessment;
- coursework; or
- other measures as determined by the teacher preparation program.

Teacher Certification Standards and Program Requirements. For candidates recommended for residency teacher certification, PESB must adopt 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.

The description of the measures all PESB-approved teacher preparation programs use to demonstrate how the program produces effective teachers is revised from "measures established in statute" to "multiple measures of the knowledge, skills, performance, and competencies." Candidates for residency teacher certification meet or exceed competency standards prior to recommendation.

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

Appropriation: None.

Fiscal Note: Available.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony: PRO: Teachers are putting in a disproportionate amount of hours for a test that does not have proven effectiveness. The randomness of edTPA results makes the assessment an inaccurate measure of teaching effectiveness. Preparation programs are the best evaluators of our teaching talent. The time and emotional energy spent on preparing for the edTPA could be better spent on assisting students. Candidates of color receive lower scores than their white counterparts. The edTPA requirement undermines multicultural instruction in Washington State. The edTPA is not focused on areas that impact positive educational outcomes. There is a magic in teaching that cannot be boiled down to a few short videos and written responses. Current results are based in part on candidates' proximity to whiteness. The edTPA is not an authentic measure of what teaching looks like. A separate portfolio is not necessary when a thorough review already exists.

CON: Teacher emergency licensures are important, but repealing the edTPA is not a necessary step. More data and information is forthcoming as a result of work being done currently. The edTPA provides vouchers for eligible candidates. The Legislature should wait for upcoming results and data from current pilot projects.

OTHER: You are not allowed to drive a car or perform many duties without passing a performance assessment. Passing this bill would eliminate the one uniform quality control that exists for the state. A candidate could be certified without passing a basic skills exam or a uniform skill assessment.

Persons Testifying: PRO: Representative Steve Bergquist, Prime Sponsor; Price Jimerson, Washington Education Association-Student Teacher; Sobia Sheikh, Washington Education Association; HS Math Teacher; Katherine Jordan; Tracy Castro-Gill, Washington Ethnic Studies Now; Katherine Mijal; Spencer Vaughn; Noelle Morrison, PLU Graduate Teaching Student; Elizabeth Ebersole; Noe Gomez, Central Washington University; Edgar Espino, Washington Student Association; Anna Lees; Lucinda Young, Washington Education Association; Roz Thompson, Association of Washington School Principals; Jude Ahmed, Associated Students of Western Washington University.

CON: Nora Burnes, Pearson Education; Nathan Estel, Pearson Education; Virginia Barry, Stand for Children.

OTHER: Bob Cooper, Washington Association of Colleges for Teacher Education; Dr. Keith Lambert, Washington Association of Colleges for Teacher Education.

Persons Signed In To Testify But Not Testifying: No one.