

**ESHB 1377 - H AMD 829**

By Representative Santos

**ADOPTED AS AMENDED 02/06/2024**

1 Strike everything after the enacting clause and insert the  
2 following:

3 **"Sec. 1.** RCW 28A.410.277 and 2021 c 77 s 1 are each amended to  
4 read as follows:

5 (1) The Washington professional educator standards board must  
6 adopt rules for renewal of administrator certificates and teacher  
7 certificates that meet the continuing education requirements of this  
8 section.

9 (2) To renew an administrator certificate on or after July 1,  
10 2023, continuing education must meet the following requirements: 10  
11 percent must focus on equity-based school practices, 10 percent must  
12 focus on the national professional standards for education leaders,  
13 and five percent must focus on government-to-government relationships  
14 with federally recognized tribes.

15 (3) To renew a teacher certificate on or after July 1, 2023, 15  
16 percent of continuing education must focus on equity-based school  
17 practices. This subsection (3) does not apply to a person renewing  
18 both a teacher certificate and an administrator certificate.

19 (4) (a) ~~((Except as provided under (b) of this subsection (4),~~  
20 ~~continuing education must be provided by one or more of the following~~  
21 ~~entities, if they are an approved clock hour provider:~~

- 22 ~~(i) The office of the superintendent of public instruction;~~  
23 ~~(ii) A school district;~~  
24 ~~(iii) An educational service district;~~  
25 ~~(iv) A Washington professional educator standards board-approved~~  
26 ~~administrator or teacher preparation program;~~  
27 ~~(v) The association of Washington school principals; or~~  
28 ~~(vi) The Washington education association.~~

29 ~~(b) Continuing))~~ To meet the requirements of subsection (2) of  
30 this section, continuing education related to government-to-  
31 government relationships with federally recognized tribes must be  
32 provided by one or more subject matter experts approved by the  
33 governor's office on Indian affairs in collaboration with the tribal

1 leaders congress on education and the office of Native education in  
2 the office of the superintendent of public instruction.

3 ~~((5))~~ (b) The office of the superintendent of public  
4 instruction and the Washington professional educator standards board  
5 must maintain a list of subject matter experts approved under (a) of  
6 this subsection on their respective websites.

7 (5) An entity providing an administrator or teacher continuing  
8 education program focused on equity-based school practices or the  
9 national professional standards for education leaders must publicly  
10 post the learning objectives of the program on its website.

11 (6) Continuing education focused on equity-based school practices  
12 must be aligned with the standards ~~((for—cultural—competency~~  
13 developed)) of practice developed by the Washington professional  
14 educator standards board under RCW 28A.410.260.

15 NEW SECTION. Sec. 2. A new section is added to chapter 28A.410  
16 RCW to read as follows:

17 (1) As required by this section, the office of the superintendent  
18 of public instruction shall audit approved providers of administrator  
19 or teacher continuing education programs focused on equity-based  
20 school practices or the national professional standards for education  
21 leaders.

22 (2) (a) Except as provided in (b) of this subsection, the office  
23 of the superintendent of public instruction must audit a  
24 representative sample of each of the following categories of approved  
25 providers each year:

26 (i) Washington professional educator standards board-approved  
27 educator preparation programs and other college and university  
28 programs;

29 (ii) School districts, public schools, educational service  
30 districts, and any other local, state, or federal agencies;

31 (iii) Private schools approved by the state board of education  
32 under RCW 28A.305.130; and

33 (iv) Any other organizations or entities.

34 (b) If an organization or entity is not an approved provider  
35 prior to the effective date of this section, the office of the  
36 superintendent of public instruction must audit the provider within  
37 two years of initial approval by the Washington professional educator  
38 standards board.

1 (3) The purpose of audits is to confirm that approved providers  
2 are meeting provider approval standards under chapter 181-85 WAC,  
3 including whether the provider is in substantial compliance with the  
4 requirements of RCW 28A.410.277.

5 (4) For the purposes of this section, "approved provider" and  
6 "provider" have the same meaning as "approved in-service education  
7 agency" in WAC 181-85-045, but apply only to providers of  
8 administrator or teacher continuing education programs focused on  
9 either equity-based school practices or the national professional  
10 standards for education leaders.

11 (5) This section expires June 30, 2034."

12 Correct the title.

EFFECT: (1) Removes the limitation that required continuing education for administrators and teachers focused on equity-based school practices or the National Professional Standards for Education Leaders be provided only by identified clock hour providers, and instead requires entities providing continuing education programs on these topics to publicly post the learning objectives of the program on its website;

(2) Requires the Office of the Superintendent of Public Instruction (OSPI) to audit, over the next ten years, approved providers of continuing education on these topics to confirm that the providers are meeting the Professional Educator Standards Board (PESB) approval standards, including the requirements described in subsection (1);

(3) Directs OSPI and PESB to maintain on their websites a list of approved subject matter experts on government-to-government relationships with federally recognized tribes; and

(4) Requires continuing education focused on equity-based school practices to be aligned with PESB standards for cultural competency, diversity, equity, and inclusion, rather than only cultural competency.

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