
SUBSTITUTE HOUSE BILL 1565

State of Washington

68th Legislature

2023 Regular Session

By House Education (originally sponsored by Representatives Ortiz-Self, Santos, Berry, Simmons, Reeves, Fey, Ryu, Alvarado, Bronoske, Goodman, Gregerson, Doglio, Paul, Peterson, Lekanoff, Ramel, Bergquist, Reed, Pollet, Timmons, and Macri)

READ FIRST TIME 02/16/23.

1 AN ACT Relating to supporting and strengthening the professional
2 education workforce through recruitment, residency, research, and
3 retention strategies; amending RCW 28A.415.265, 28A.655.210,
4 28A.300.507, 28A.410.300, and 28A.410.210; adding a new section to
5 chapter 28A.300 RCW; adding a new section to chapter 28B.102 RCW;
6 adding a new section to chapter 28A.410 RCW; adding a new section to
7 chapter 28A.655 RCW; adding a new chapter to Title 28A RCW; creating
8 new sections; repealing RCW 28B.76.699; and providing expiration
9 dates.

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

11 **Recruitment and Hiring of Public School Employees**

12 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
13 RCW to read as follows:

14 (1) The office of the superintendent of public instruction shall
15 initiate and oversee the development and implementation of an online
16 platform for the recruitment and hiring of public school employees
17 that meets the requirements of this section.

18 (2) At a minimum, the online platform must have the following
19 functions and features:

1 (a) A job posting and search or filter function that allows for
2 efficient searching or filtering of job postings by job seekers;

3 (b) A resume storage and search or filter function that allows
4 for efficient searching or filtering of resumes by employers;

5 (c) A common employment application with a customizable form for
6 employers to add additional questions;

7 (d) Integration with other relevant state databases;

8 (e) A description of and links to the websites of Washington
9 professional educator standards board-approved educator preparation
10 programs; and

11 (f) Links to websites describing state and federal financial aid
12 available to develop and support the workforce of the public school
13 system, including the educator conditional scholarship and loan
14 repayment programs under chapter 28B.102 RCW.

15 (3) The office of the superintendent of public instruction shall
16 report to the appropriate committees of the legislature with a plan,
17 timeline, and cost estimate for: (a) The development and
18 implementation of the online platform; (b) securing any needed
19 vendors for its development and implementation; and (c) making the
20 online platform accessible to public schools, school districts, and
21 job seekers. A preliminary report must be submitted by June 30, 2024,
22 and a final report must be submitted by June 30, 2025. Both reports
23 must be submitted in compliance with RCW 43.01.036.

24 **Teacher Residency Program**

25 NEW SECTION. **Sec. 2.** DEFINITIONS. The definitions in this
26 section apply throughout this chapter unless the context clearly
27 requires otherwise.

28 (1) "Board" means the Washington professional educator standards
29 board.

30 (2) "Cohort" means a group of residents enrolled in the same
31 teacher preparation program who begin their residencies at the same
32 time and have the same anticipated completion date.

33 (3) "Consortium" means a group of school districts, state-tribal
34 education compact schools, or both, that partner with a teacher
35 preparation program to support a cohort of residents.

36 (4) "Office" means the office of the superintendent of public
37 instruction.

38 (5) "Preservice mentor" means a teacher who:

- 1 (a) Has at least three years' teaching experience;
- 2 (b) Has at least three consecutive years of performance
3 evaluations under RCW 28A.405.100 with a performance rating of level
4 3 or above;
- 5 (c) To the extent possible, has an endorsement deemed by the
6 board to be equivalent to the endorsement area sought by the
7 preservice mentor's resident or has at least three years' experience
8 teaching in the content area of the resident's desired endorsement;
9 and
- 10 (d) Has been trained and selected using the tool developed under
11 section 18 of this act.
- 12 (6) "Residency" means a yearlong preservice clinical practice in
13 a public elementary or secondary school in which the resident
14 coteaches with a preservice mentor, while the resident concurrently
15 completes teacher preparation program coursework.
- 16 (7) "Resident" means a person enrolled in a board-approved
17 teacher preparation program who is participating in a teacher
18 residency program.
- 19 (8) "Teacher preparation program" means a teacher preparation
20 program approved by the board.

21 NEW SECTION. **Sec. 3.** PROGRAM REQUIREMENTS AND APPROVAL PROCESS.

22 (1) The office and the board shall collaborate to establish an
23 application and approval process for a school district, state-tribal
24 education compact school, or consortium, in partnership with a
25 teacher preparation program seeking approval to operate a teacher
26 residency program.

27 (2) At a minimum, a teacher residency program must meet the
28 following requirements:

29 (a) Residents receive compensation equivalent to first year
30 paraeducators, as defined in RCW 28A.413.010;

31 (b) Each resident is assigned a preservice mentor;

32 (c) (i) Except as provided in (c) (ii) of this subsection (2), each
33 preservice mentor is assigned to one resident.

34 (ii) On a case-by-case basis, the office and the board may
35 approve an individual preservice mentor to be assigned up to two
36 residents;

37 (d) Preservice mentors receive a stipend of \$2,500 per year;

38 (e) Residents receive at least 900 hours of preservice clinical
39 practice over the course of the school year;

1 (f) At least half of the residency hours specified in (e) of this
2 subsection are in a coteaching setting with the resident's preservice
3 mentor and the other half of the residency hours are in a coteaching
4 setting with another teacher;

5 (g) Residents may not be assigned the lead or primary
6 responsibility for student learning;

7 (h) Residents are in a cohort of at least 15;

8 (i) Preservice mentors use the preservice mentor and induction
9 standards developed under section 18 of this act;

10 (j) Coursework taught during the residency is codesigned by the
11 teacher preparation program and the school district, state-tribal
12 education compact school, or consortium, tightly integrated with
13 residents' preservice clinical practice, and focused on developing
14 culturally responsive teachers;

15 (k) The program must prepare residents to meet or exceed the
16 knowledge, skills, performance, and competency standards described in
17 RCW 28A.410.270(1); and

18 (l) Any additional requirements in the partnership agreement
19 entered into as required under section 5 of this act.

20 NEW SECTION. **Sec. 4.** GRANTS. (1) Subject to the availability of
21 amounts appropriated for this specific purpose, and as required by
22 this section, the office, in collaboration with the board, shall
23 award grants to school districts, state-tribal education compact
24 schools, or consortia, with teacher residency programs approved under
25 section 3 of this act. Grants must be prioritized to communities that
26 are anticipated to be most positively impacted by teacher residents
27 who fill teacher vacancies upon completing the teacher residency
28 program and who remain in the communities in which they are mentored.

29 (2) For the 2024-25 and 2025-26 school years, grants must be
30 prioritized to teacher residency programs at school districts, state-
31 tribal education compact schools, or consortia, with the highest
32 percentages of teachers with limited certificates, and must be
33 awarded as follows:

34 (a) At least five grants to support cohorts of residents seeking
35 an endorsement in bilingual education or English language learner;

36 (b) At least five grants to support cohorts of residents seeking
37 an endorsement in special education or early childhood special
38 education; and

1 (c) At least five grants to support cohorts of residents seeking
2 an endorsement in elementary education.

3 (3) Beginning with the 2026-27 school year, the office and the
4 board shall collaborate to determine additional grant award criteria.

5 NEW SECTION. **Sec. 5.** PARTNERSHIP AGREEMENT. (1)(a) The office
6 and the board shall collaborate to develop and publish a model
7 agreement for school districts, state-tribal education compact
8 schools, or consortia, and teacher preparation programs partnering to
9 operate teacher residency programs.

10 (b) The model agreement must include the following provisions:

11 (i) The teacher preparation program must provide feedback and
12 instructional support to preservice mentors and to residents in
13 curricula, instructional design and planning, and pedagogical
14 practice;

15 (ii) The school district, state-tribal education compact school,
16 or consortium must support residents in navigating the teacher
17 residency program, as well as school processes and structures; and

18 (iii) An affirmation by the school district, state-tribal
19 education compact school, or consortium of its capacity and intent to
20 hire its residents into teaching positions, with preference for
21 positions in the resident's endorsement area.

22 (2) A school district, state-tribal education compact school, or
23 consortium, and a teacher preparation program intending to operate a
24 teacher residency program shall enter into a partnership agreement
25 using the model agreement developed under subsection (1) of this
26 section.

27 NEW SECTION. **Sec. 6.** RESIDENCY PRESERVICE MENTORING AND
28 INDUCTION STANDARDS. School districts, state-tribal education compact
29 schools, and consortia must use the standards for preservice
30 mentoring and induction of residents developed under section 18 of
31 this act.

32 NEW SECTION. **Sec. 7.** RESIDENT AND PRESERVICE MENTOR SCREENING
33 TOOLS. School districts, state-tribal education compact schools, and
34 consortia must use the screening tools developed under section 18 of
35 this act.

1 NEW SECTION. **Sec. 8.** DATA COLLECTION. School districts, state-
2 tribal education compact schools, consortia, and teacher preparation
3 programs partnering to operate teacher residency programs shall
4 submit teacher residency program data at the time and in the manner
5 required by the office and the board.

6 NEW SECTION. **Sec. 9.** ADVISORY COUNCIL. (1) The board, in
7 collaboration with the office, shall coordinate and regularly convene
8 an advisory council of education partners. The advisory council must
9 include representatives of state associations representing teachers,
10 principals, administrators, school board members, and families. The
11 advisory council must study problems of practice within the teacher
12 residency programs and to guide and steer decisions for continuous
13 improvement of the teacher residency programs that result in positive
14 outcomes for students, school districts, state-tribal education
15 compact schools, consortia, teacher preparation programs, preservice
16 mentors, and residents participating in the teacher residency
17 programs.

18 (2) This section expires June 30, 2033.

19 NEW SECTION. **Sec. 10.** EVALUATION OF EFFECTIVENESS. (1) The
20 board shall contract with a nonprofit and nonpartisan organization to
21 evaluate the effectiveness and impacts of the teacher residency
22 program over at least the first four years of implementation. The
23 nonprofit and nonpartisan organization must have at least seven years
24 of experience conducting high quality research to improve evidence-
25 based education policies and practices that support empowering and
26 equitable learning for all students. By November 1, 2028, and in
27 accordance with RCW 43.01.036, the board shall submit a report of the
28 evaluation to the appropriate committees of the legislature.

29 (2) This section expires August 1, 2029.

30 NEW SECTION. **Sec. 11.** CONDITIONAL SCHOLARSHIP. (1) The teacher
31 residency conditional scholarship program is created. The purpose of
32 the program is to provide financial aid to encourage persons to
33 become teachers and to retain these teachers, especially in shortage
34 areas of endorsement.

35 (2) To qualify for the program, an applicant must:

36 (a) Be accepted into, and maintain participation in, a teacher
37 residency program approved as described in section 3 of this act;

1 (b) (i) For the 2024-25 and 2025-26 school years, intend to pursue
2 an initial teacher certificate with an endorsement in special
3 education, early childhood special education, bilingual education,
4 English language learner, or elementary education; and

5 (ii) Beginning with the 2026-27 school year, intend to pursue an
6 initial teacher certificate with an endorsement in a shortage area,
7 as defined in RCW 28B.102.020; and

8 (c) Have a financial need as defined in RCW 28B.92.030.

9 (3) Participants are eligible to receive a teacher residency
10 conditional scholarship of up to \$8,000 during the year of their
11 residency.

12 (4) A teacher residency conditional scholarship awarded under
13 this section is forgiven when the participant fulfills the following
14 service obligation: Holds an endorsement in either special education,
15 early childhood special education, bilingual education, English
16 language learner, or elementary education, and serves for one full-
17 time school year as a teacher in a public school classroom or program
18 that requires that endorsement.

19 (5) The teacher residency conditional scholarship program must be
20 administered by the student achievement council as provided under
21 section 12 of this act.

22 (6) For the purposes of this section, "public school" has the
23 same meaning as in RCW 28A.150.010.

24 NEW SECTION. **Sec. 12.** A new section is added to chapter 28B.102
25 RCW to read as follows:

26 **CONDITIONAL SCHOLARSHIP ADMINISTRATION.** The student achievement
27 council shall administer the teacher residency conditional
28 scholarship program created under section 11 of this act. The
29 administration of the teacher residency conditional scholarship
30 program must be consistent with the administration of the educator
31 conditional scholarship and loan repayment programs under this
32 chapter, except where requirements under section 11 of this act
33 clearly require a different administration.

34 NEW SECTION. **Sec. 13.** **RULE-MAKING AUTHORITY.** The office and the
35 board may adopt rules under chapter 34.05 RCW that are necessary for
36 the effective and efficient implementation of this chapter.

1 NEW SECTION. **Sec. 16.** (1) By October 1, 2024, and in compliance
2 with RCW 43.01.036, the Washington professional educator standards
3 board shall submit a report to the appropriate committees of the
4 legislature with recommendations for the improvement of the quality
5 and effectiveness of educator preparation and workforce programs. The
6 report must compare the requirements of the teacher residency program
7 established in this act and registered teacher apprenticeship
8 programs. The report must include proposals for better coordination
9 between educator preparation partners and opportunities for educator
10 preparation and workforce program improvement and expansion.

11 (2) This section expires August 1, 2025.

12 **Preservice and Inservice Mentoring**

13 **Sec. 17.** RCW 28A.415.265 and 2019 c 295 s 302 are each amended
14 to read as follows:

15 (1) ~~((For the purposes of this section, a mentor educator is a~~
16 ~~teacher, educational staff associate, or principal who:~~

17 ~~(a) Has successfully completed training in assisting, coaching,~~
18 ~~and advising beginning principals, beginning educational staff~~
19 ~~associates, beginning teachers, or student teachers as defined by the~~
20 ~~office of the superintendent of public instruction;~~

21 ~~(b) Has been selected using mentor standards developed by the~~
22 ~~office of the superintendent of public instruction; and~~

23 ~~(c) Is participating in ongoing mentor skills professional~~
24 ~~development.~~

25 ~~(2)(a))~~ The beginning educator support team program is
26 established to ~~((provide professional development and mentoring for~~
27 ~~beginning principals, beginning educational staff associates,~~
28 ~~beginning teachers, and candidates in alternative route teacher~~
29 ~~certification programs under chapter 28A.660 RCW)) improve beginning~~

30 educator quality and increase beginning educator retention.
31 (2) (a) The state beginning educator support team program,
32 administered by the office of the superintendent of public
33 instruction, must support local beginning educator support team
34 programs by:

35 (i) Providing technical assistance, intentional and sustained
36 professional learning opportunities, and induction coaching services
37 to school leaders and mentors;

1 (ii) Facilitating collaborative, coordinated learning between
2 local beginning educator support team programs; and

3 (iii) Allocating grants to local beginning educator support team
4 programs as provided in subsection (3) of this section.

5 (b) The office of the superintendent of public instruction shall
6 notify school districts and state-tribal education compact schools
7 about the beginning educator support team program and encourage
8 ((districts to apply)) application for program funds.

9 (3) Subject to the availability of amounts appropriated for this
10 specific purpose, the office of the superintendent of public
11 instruction shall allocate funds for the implementation of a local
12 beginning educator support team program, with the components
13 described in subsection (5) of this section, on a competitive basis
14 to individual school districts, consortia of districts, or state-
15 tribal compact schools. In allocating funds, the office of the
16 superintendent of public instruction shall give priority to:

17 (a) Schools and districts identified for comprehensive or
18 targeted support and improvement as required under the federal
19 elementary and secondary education act;

20 (b) School districts with a large influx of beginning principals,
21 beginning educational staff associates, or beginning classroom
22 teachers; ((and))

23 (c) School districts and state-tribal education compact schools
24 that ((demonstrate an understanding of the research-based standards
25 for beginning educator induction developed by the office of the
26 superintendent of public instruction)) have not recently been
27 allocated funds under this subsection (3) and exhibit a readiness to
28 implement a local beginning educator support team program; and

29 (d) School districts and state-tribal education compact schools
30 expanding existing local beginning educator support team programs.

31 (4) A portion of the ((appropriated funds may be used for program
32 coordination and provision of statewide or regional professional
33 development through)) funds appropriated under subsection (3) of this
34 section may be used by the office of the superintendent of public
35 instruction for activities under subsection (2) of this section.

36 (5) A local beginning educator support team program must include
37 the following components:

38 (a) A paid instructional orientation or individualized assistance
39 for beginning educators before the start of the school year ((for
40 program participants));

1 (b) A trained and qualified mentor assigned to each (~~program~~
2 ~~participant~~) beginning educator for up to three years, with
3 intensive support in the first year and decreasing support in
4 subsequent years;

5 (c) A goal to provide (~~program—participants~~) beginning
6 educators from underrepresented populations with a mentor who has
7 strong ties to underrepresented populations;

8 (d) Ongoing professional (~~development~~) learning designed to
9 meet the unique needs of each (~~program—participant~~) beginning
10 educator for supplemental training and skill development;

11 (e) Initial and ongoing professional (~~development~~) learning for
12 mentors;

13 (f) Release time for mentors and (~~program—participants~~)
14 beginning educators to work together, as well as time for (~~program~~
15 ~~participants~~) beginning educators to observe accomplished peers;

16 (g) To the extent possible, a school or classroom assignment that
17 is appropriate for a beginning (~~principal, beginning educational~~
18 ~~staff associate, or beginning teacher~~) educator;

19 (h) Nonevaluative observations with written feedback for
20 (~~program—participants~~) beginning educators;

21 (i) Support for beginning educators in understanding and
22 participating in the state and district evaluation process and using
23 the instructional framework, leadership framework, or both, to
24 promote growth;

25 (j) Adherence to research-based standards for beginning educator
26 induction developed by the office of the superintendent of public
27 instruction; (~~and~~)

28 (k) Alignment to the standards of practice developed by the
29 Washington professional educator standards board under RCW
30 28A.410.260; and

31 (l) A program evaluation that identifies program strengths and
32 gaps using the standards for beginning educator induction, the
33 retention of beginning educators, and positive impact on student
34 growth for (~~program—participants~~) beginning educators.

35 (6) The local beginning educator support team program components
36 under subsection (5) of this section may be provided for continuous
37 improvement coaching to support educators on probation under RCW
38 28A.405.100.

39 (7) The definitions in this subsection apply throughout this
40 section unless the context clearly requires otherwise.

1 (a) "Beginning educator" means a first-year through third-year
2 principal, first-year through third-year teacher, and first-year
3 through third-year educational staff associate.

4 (b) "Mentor" means a certificated principal, certificated
5 teacher, or certificated educational staff associate who:

6 (i) Has had the certificate for at least three years;

7 (ii) For principals and teachers, has at least three consecutive
8 years of performance evaluations under RCW 28A.405.100 with a
9 performance rating of level 3 or above;

10 (iii) Has successfully completed training in assisting, coaching,
11 and advising beginning principals, beginning educational staff
12 associates, or beginning teachers;

13 (iv) Has been selected using mentor standards developed by the
14 office of the superintendent of public instruction and aligned to the
15 standards of practice developed by the Washington professional
16 educator standards board under RCW 28A.410.260;

17 (v) Is assigned to a beginning educator in a similar role or
18 field as the mentor, and for teachers, to the extent possible, has an
19 endorsement deemed by the Washington professional educator standards
20 board to be equivalent to the endorsement area sought by the
21 beginning educator; and

22 (vi) Is participating in ongoing mentor skills professional
23 development.

24 NEW SECTION. Sec. 18. A new section is added to chapter 28A.410
25 RCW to read as follows:

26 (1) The Washington professional educator standards board shall
27 collaborate with the office of the superintendent of public
28 instruction to develop and periodically update:

29 (a) Standards for preservice mentoring and induction of
30 preservice teachers, including residents as defined in section 2 of
31 this act, based on the standards for beginning educator mentoring and
32 induction developed under RCW 28A.415.265; and

33 (b) Model screening tools for the identification and selection of
34 residents and preservice mentors, as defined in section 2 of this
35 act.

36 (2) The standards and model screening tools developed under
37 subsection (1) of this section must be posted on the website of the
38 Washington professional educator standards board.

1 **Educator Workforce Research**

2 NEW SECTION. **Sec. 19.** A new section is added to chapter 28A.655
3 RCW to read as follows:

4 (1) The office of the superintendent of public instruction and
5 the Washington professional educator standards board shall collect,
6 organize, and analyze data to make determinations about the quality
7 and effectiveness of educator workforce programs.

8 (2) At a minimum, the educator workforce programs referenced
9 under this section include:

10 (a) Washington professional educator standards board-approved
11 educator preparation programs;

12 (b) Pilot projects implementing the bilingual educator initiative
13 under RCW 28A.180.120;

14 (c) Beginning educator support team programs under RCW
15 28A.415.265;

16 (d) Recruiting Washington teachers program under RCW 28A.415.370;
17 and

18 (e) Teacher residency program under chapter 28A.--- RCW (the new
19 chapter created in section 14 of this act).

20 (3) At a minimum, collected data must include educator
21 demographics, assessment scores, program completion rates,
22 endorsement completion rates, program completer rates of retention in
23 the profession, and program costs to the state and to the program
24 participant.

25 (4) At a minimum, collected data must be analyzed and used to
26 support, evaluate, and approve the programs listed in subsection (2)
27 of this section.

28 (5) The data collected under this section must be maintained in
29 the K-12 education data improvement system established under RCW
30 28A.655.210.

31 **Sec. 20.** RCW 28A.655.210 and 2009 c 548 s 202 are each amended
32 to read as follows:

33 (1) (~~It is the legislature's intent to establish a~~) A
34 comprehensive K-12 education data improvement system for financial,
35 student, and educator data is established. The objective of the
36 system is to monitor student progress, have information on the
37 quality of the educator workforce, monitor and analyze the costs of
38 programs, provide for financial integrity and accountability, and

1 have the capability to link across these various data components by
2 student, by class, by ~~((teacher))~~ certificated instructional staff,
3 by certificated administrative staff, by paraeducator, by school, by
4 district, by educator's preparation program, and statewide. Education
5 data systems must be flexible and able to adapt to evolving needs for
6 information, but there must be an objective and orderly data
7 governance process for determining when changes are needed and how to
8 implement them. ~~((It is the further intent of the legislature to
9 provide independent review and evaluation of a))~~ The comprehensive
10 K-12 education data improvement system ~~((by assigning the review and
11 monitoring responsibilities to))~~ must be independently reviewed and
12 monitored by the education data center and the legislative evaluation
13 and accountability program committee.

14 (2) ~~((It is the intent that the))~~ To the extent that data is
15 available, the K-12 education data improvement system must
16 specifically service reporting requirements for ~~((teachers))~~
17 educators, parents, superintendents, public schools, school boards,
18 the legislature, the office of the superintendent of public
19 instruction, the Washington professional educator standards board,
20 and the public.

21 (3) ~~((It is the legislature's intent that the))~~ The K-12
22 education data improvement system ~~((used by school districts and the
23 state))~~ must include ~~((but not be limited to))~~ the following
24 information and functionality:

25 (a) Comprehensive educator information, ~~((including grade))~~ for
26 example: Grade level and courses taught, building or location,
27 program, job assignment, years of experience, the ~~((institution of
28 higher education))~~ educator preparation program from which the
29 educator obtained his or her degree, compensation, class size,
30 mobility of class population, socioeconomic data of class, number of
31 languages and which languages are spoken by students, general
32 resources available for curriculum and other classroom needs, and
33 number and type of instructional support staff in the building;

34 (b) The capacity to link educator assignment information with
35 educator certification information such as certification number, type
36 of certification, route to certification, certification program, and
37 certification assessment or evaluation scores;

38 (c) Common coding of secondary courses and major areas of study
39 at the elementary level or standard coding of course content;

1 (d) Robust student information, (~~including but not limited to~~
2 ~~student~~) for example: Student characteristics, course and program
3 enrollment, performance on statewide and district summative and
4 formative assessments to the extent district assessments are used,
5 and performance on college readiness tests;

6 (e) A subset of student information elements to serve as a
7 dropout early warning system;

8 (f) The capacity to link educator information with student
9 information;

10 (g) A common, standardized structure for reporting the costs of
11 programs at the public school and school district level with a focus
12 on the cost of services delivered to students;

13 (h) Separate accounting of state, federal, and local revenues and
14 costs;

15 (i) Information linking state funding formulas to public school
16 and school district budgeting and accounting, including procedures:
17 (i) To support the accuracy and auditing of financial data; and
18 (ii) Using the prototypical school model for school district
19 financial accounting reporting;

20 (j) The capacity to link program cost information with student
21 performance information to gauge the cost-effectiveness of programs;

22 (k) Information that is centrally accessible and updated
23 regularly; and

24 (l) An anonymous, nonidentifiable replicated copy of data that is
25 updated at least quarterly, and made available to the public by the
26 state.

27 (4) (~~It is the legislature's goal that all~~) All public schools
28 and school districts must have the capability to collect state-
29 identified common data and export it in a standard format to support
30 (~~a statewide~~) the K-12 education data improvement system (~~under~~
31 ~~this section~~).

32 (5) (~~It is the legislature's intent that the~~) The K-12
33 education data improvement system must be developed to provide the
34 capability to make reports as required under RCW 28A.300.507
35 available.

36 (6) (~~It is the legislature's intent that~~) Public schools and
37 school districts must collect and report new data elements to satisfy
38 the requirements of RCW 43.41.400, this section, and RCW 28A.300.507,
39 only to the extent funds are available for this purpose.

1 (7) The definitions in this subsection apply throughout this
2 section unless the context clearly requires otherwise.

3 (a) "Educator" includes paraeducator, certificated instructional
4 staff, and certificated administrative staff.

5 (b) "Public school" has the same meaning as in RCW 28A.150.010.

6 **Sec. 21.** RCW 28A.300.507 and 2020 c 61 s 3 are each amended to
7 read as follows:

8 (1) A K-12 data governance group shall be established within the
9 office of the superintendent of public instruction to assist in the
10 design and implementation of a K-12 education data improvement system
11 for financial, student, and educator data as described in RCW
12 28A.655.210. (~~It is the intent that the data system reporting~~
13 ~~specifically serve requirements for teachers, parents,~~
14 ~~superintendents, school boards, the office of the superintendent of~~
15 ~~public instruction, the legislature, and the public.~~)

16 (2) The K-12 data governance group shall include representatives
17 of the education data center, the office of the superintendent of
18 public instruction, the legislative evaluation and accountability
19 program committee, the Washington professional educator standards
20 board, the state board of education, and school district staff,
21 including information technology staff. Additional entities with
22 expertise in education data may be included in the K-12 data
23 governance group.

24 (3) The K-12 data governance group shall:

25 (a) Identify the critical research and policy questions that need
26 to be addressed by the K-12 education data improvement system;

27 (b) Identify reports and other information that should be made
28 available on the internet in addition to the reports identified in
29 subsection (5) of this section;

30 (c) Create a comprehensive needs requirement document detailing
31 the specific information and technical capacity needed by school
32 districts and the state to meet the legislature's expectations for a
33 comprehensive K-12 education data improvement system as described
34 under RCW 28A.655.210;

35 (d) Conduct a gap analysis of current and planned information
36 compared to the needs requirement document, including an analysis of
37 the strengths and limitations of an education data system and
38 programs currently used by school districts and the state, and
39 specifically the gap analysis must look at the extent to which the

1 existing data can be transformed into canonical form and where
2 existing software can be used to meet the needs requirement document;

3 (e) Focus on financial and cost data necessary to support the new
4 K-12 financial models and funding formulas, including any necessary
5 changes to school district budgeting and accounting, and on assuring
6 the capacity to link data across financial, student, and educator
7 systems; and

8 (f) Define the operating rules and governance structure for K-12
9 education data collections, ensuring that data systems are flexible
10 and able to adapt to evolving needs for information, within an
11 objective and orderly data governance process for determining when
12 changes are needed and how to implement them. Strong consideration
13 must be made to the current practice and cost of migration to new
14 requirements. The operating rules (~~(should)~~) must delineate the
15 coordination, delegation, and escalation authority for data
16 collection issues, business rules, and performance goals for each
17 K-12 education data collection system, including:

18 (i) Defining and maintaining standards for privacy and
19 confidentiality;

20 (ii) Setting data collection priorities;

21 (iii) Defining and updating a standard data dictionary;

22 (iv) Ensuring data compliance with the data dictionary;

23 (v) Ensuring data accuracy; and

24 (vi) Establishing minimum standards for school, student,
25 financial, and (~~(teacher)~~) certificated staff data systems. Data
26 elements may be specified "to the extent feasible" or "to the extent
27 available" to collect more and better data sets from public schools
28 and school districts with more flexible software. Nothing in RCW
29 43.41.400, this section, or RCW 28A.655.210 (~~(should)~~) may be
30 construed to require that a data dictionary or reporting should be
31 hobbled to the lowest common set. The work of the K-12 data
32 governance group must specify which data are desirable. (~~(Districts)~~)
33 Public schools and school districts that can meet these requirements
34 shall report the desirable data. Funding from the legislature must
35 establish which subset data are absolutely required.

36 (4) (a) The K-12 data governance group shall provide updates on
37 its work as requested by the education data center and the
38 legislative evaluation and accountability program committee.

1 (b) The work of the K-12 data governance group shall be
2 periodically reviewed and monitored by the educational data center
3 and the legislative evaluation and accountability program committee.

4 (5) To the extent data is available, the office of the
5 superintendent of public instruction shall make the following minimum
6 reports available on the internet. The reports must either be run on
7 demand against current data, or, if a static report, must have been
8 run against the most recent data:

9 (a) The per-pupil expenditures of federal, state, and local funds
10 including actual personnel expenditures and actual nonpersonnel
11 expenditures of federal, state, and local funds disaggregated by
12 source of funds, for each local educational agency and each school in
13 the state for the preceding fiscal year;

14 (b) Number of K-12 students per classroom teacher on a per
15 teacher basis;

16 (c) Percentage of classroom teachers per school district and per
17 school disaggregated as described in RCW 28A.300.042(1) for student-
18 level data;

19 (d) Average length of service of classroom teachers per school
20 district and per school disaggregated as described in RCW
21 28A.300.042(1) for student-level data;

22 (e) The cost of K-12 education per student by school district
23 sorted by federal, state, and local dollars; and

24 (f) Data on student growth to align with the every student
25 succeeds act (129 Stat. 1802; 20 U.S.C. Sec. 6301 et seq.).

26 ~~((The superintendent of public instruction shall submit a
27 preliminary report to the legislature by November 15, 2009, including
28 the analyses by the K-12 data governance group under subsection (3)
29 of this section and preliminary options for addressing identified
30 gaps. A final report, including a proposed phase-in plan and
31 preliminary cost estimates for implementation of a comprehensive data
32 improvement system for financial, student, and educator data shall be
33 submitted to the legislature by September 1, 2010.~~

34 ~~(7))~~) All reports and data referenced in this section and RCW
35 43.41.400 and 28A.655.210 ~~((shall))~~ must be made available in a
36 manner consistent with the technical requirements of the legislative
37 evaluation and accountability program committee and the education
38 data center so that selected data can be provided to the legislature,
39 governor, public schools, school districts, and the public.

1 ~~((8))~~ (7) Reports ~~((shall))~~ must contain data to the extent it
2 is available. All reports must include documentation of which data
3 are not available or are estimated. Reports must not be suppressed
4 because of poor data accuracy or completeness. Reports may be
5 accompanied with documentation to inform the reader of why some data
6 are missing or inaccurate or estimated.

7 **Sec. 22.** RCW 28A.410.300 and 2010 c 235 s 506 are each amended
8 to read as follows:

9 ~~((Beginning with the 2010 school year and annually thereafter,~~
10 ~~each educational service district, in cooperation with the))~~ The
11 Washington professional educator standards board~~((r))~~ must annually
12 convene each educational service district and representatives from
13 school districts within that region and Washington professional
14 educator standards board-approved educator preparation programs to
15 review school district and regional educator workforce data
16 maintained in the K-12 education data improvement system established
17 under RCW 28A.655.210, make biennial projections of ~~((certificate))~~
18 certificated staffing needs, and identify how recruitment and
19 enrollment plans in educator preparation programs reflect projected
20 need.

21 **Sec. 23.** RCW 28A.410.210 and 2017 3rd sp.s. c 26 s 2 are each
22 amended to read as follows:

23 The purpose of the Washington professional educator standards
24 board is to establish policies and requirements for the preparation
25 and certification of educators that provide standards for competency
26 in professional knowledge and practice in the areas of certification;
27 a foundation of skills, knowledge, and attitudes necessary to help
28 students with diverse needs, abilities, cultural experiences, and
29 learning styles meet or exceed the learning goals outlined in RCW
30 28A.150.210; knowledge of research-based practice; and professional
31 development throughout a career. The Washington professional educator
32 standards board shall:

33 (1) Establish policies and practices for the approval of programs
34 of courses, requirements, and other activities leading to educator
35 certification including teacher, school administrator, and
36 educational staff associate certification;

37 (2) Establish policies and practices for the approval of the
38 character of work required to be performed as a condition of entrance

1 to and graduation from any educator preparation program including
2 teacher, school administrator, and educational staff associate
3 preparation program as provided in subsection (1) of this section;

4 (3) Establish a list of accredited institutions of higher
5 education of this and other states whose graduates may be awarded
6 educator certificates as teacher, school administrator, and
7 educational staff associate and establish criteria and enter into
8 agreements with other states to acquire reciprocal approval of
9 educator preparation programs and certification, including teacher
10 certification from the national board for professional teaching
11 standards;

12 (4) Establish policies for approval of nontraditional educator
13 preparation programs;

14 (5) Conduct a review of educator program approval standards at
15 least every five years, beginning in 2006, to reflect research
16 findings and assure continued improvement of preparation programs for
17 teachers, administrators, and school specialized personnel;

18 (6) Specify the types and kinds of educator certificates to be
19 issued and conditions for certification in accordance with subsection
20 (1) of this section, RCW 28A.410.251, and 28A.410.010;

21 (7) Apply for and receive federal or other funds on behalf of the
22 state for purposes related to the duties of the board;

23 (8) Adopt rules under chapter 34.05 RCW that are necessary for
24 the effective and efficient implementation of this chapter;

25 (9) Maintain data concerning educator preparation programs and
26 their quality, educator certification, educator employment trends and
27 needs, and other data deemed relevant by the board using the K-12
28 education data improvement system established under RCW 28A.655.210;

29 (10) Serve as an advisory body to the superintendent of public
30 instruction on issues related to educator recruitment, hiring,
31 mentoring and support, professional growth, retention, educator
32 evaluation including but not limited to peer evaluation, and
33 revocation and suspension of licensure;

34 (11) Submit, by October 15th of each even-numbered year and in
35 accordance with RCW 43.01.036, a joint report with the state board of
36 education to the legislative education committees, the governor, and
37 the superintendent of public instruction. The report shall address
38 the progress the boards have made and the obstacles they have
39 encountered, individually and collectively, in the work of achieving
40 the goals set out in RCW 28A.150.210;

1 (12) Establish the prospective teacher assessment system for
2 basic skills and subject knowledge that shall be required to obtain
3 residency certification pursuant to RCW 28A.410.220 through
4 28A.410.240; and

5 (13) Conduct meetings under the provisions of chapter 42.30 RCW.

6 NEW SECTION. **Sec. 24.** RCW 28B.76.699 (Student teaching grant
7 program—Report—Rules) and 2019 c 406 s 41, 2019 c 295 s 206, & 2016
8 c 233 s 17 are each repealed.

9 NEW SECTION. **Sec. 25.** This act may be known and cited as the
10 educator workforce act.

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