
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1565

State of Washington

68th Legislature

2023 Regular Session

By House Appropriations (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 02/24/23.

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.410 RCW; adding a new section to chapter 28A.655 RCW;
6 adding a new chapter to Title 28A RCW; creating new sections; and
7 providing expiration dates.

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

9 **Online Platform for the Recruitment and Hiring of Public School**
10 **Employees**

11 NEW SECTION. **Sec. 1.** (1) By October 1, 2024, in compliance with
12 RCW 43.01.036, the office of the superintendent of public instruction
13 shall report to the appropriate committees of the legislature on the
14 results of a feasibility study for the development and implementation
15 of an online platform for the recruitment and hiring of public school
16 employees that meets the requirements of this section. The office of
17 the superintendent of public instruction shall contract with a
18 research entity that has sufficient expertise to conduct the
19 feasibility study.

1 (2) The feasibility of including the following functions and
2 features in the online platform must be studied:

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

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

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

9 (d) Integration with other relevant state databases;

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

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

17 (3) The feasibility study must consider the extent to which
18 existing applications, platforms, and other technologies may be
19 repurposed to produce an online platform with the functions and
20 features described in subsection (2) of this section.

21 (4) In conducting the feasibility study, the contractor must
22 consult with the office of the superintendent of public instruction,
23 the Washington professional educator standards board, the employment
24 security department, educational service districts, and
25 representatives of school districts, school building leaders, and
26 school staff.

27 (5) This section expires August 1, 2025.

28 **Teacher Residency Program**

29 NEW SECTION. **Sec. 2.** DEFINITIONS. The definitions in this
30 section apply throughout this chapter unless the context clearly
31 requires otherwise.

32 (1) "Board" means the Washington professional educator standards
33 board.

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

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

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

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

7 (a) Has at least three years' teaching experience;

8 (b) Has at least three consecutive years of performance
9 evaluations under RCW 28A.405.100 with a performance rating of level
10 3 or above;

11 (c) To the extent possible, has an endorsement deemed by the
12 board to be equivalent to the endorsement area sought by the
13 preservice mentor's resident or has at least three years' experience
14 teaching in the content area of the resident's desired endorsement;
15 and

16 (d) Has been trained and selected using the tool developed under
17 section 16 of this act.

18 (6) "Residency" means a yearlong preservice clinical practice in
19 a public elementary or secondary school in which the resident
20 coteaches with a preservice mentor, while the resident concurrently
21 completes teacher preparation program coursework.

22 (7) "Resident" means a person enrolled in a board-approved
23 teacher preparation program who is participating in a teacher
24 residency program.

25 (8) "Teacher preparation program" means a teacher preparation
26 program approved by the board.

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

28 (1) The office and the board shall collaborate to establish an
29 application and approval process for a school district, state-tribal
30 education compact school, or consortium, in partnership with a
31 teacher preparation program seeking approval to operate a teacher
32 residency program.

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

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

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

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

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

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

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

7 (f) At least half of the residency hours specified in (e) of this
8 subsection are in a coteaching setting with the resident's preservice
9 mentor and the other half of the residency hours are in a coteaching
10 setting with another teacher;

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

13 (h) Residents are in a cohort of 15 to 20;

14 (i) Preservice mentors use the preservice mentor and induction
15 standards developed under section 16 of this act;

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

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

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

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

35 (2) For the 2024-25 and 2025-26 school years, grants must be
36 prioritized to teacher residency programs at school districts, state-
37 tribal education compact schools, or consortia, with the highest
38 percentages of teachers with limited certificates, and to support at
39 least three cohorts of residents seeking an endorsement in special

1 education or early childhood special education and at least two
2 cohorts of residents seeking an endorsement in bilingual 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 16 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 16 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) By October 1, 2026, in compliance with RCW 43.01.036, the
19 advisory council shall report to the appropriate committees of the
20 legislature with its recommendations for improving the teacher
21 residency program to increase positive outcomes as described in
22 subsection (1) of this section.

23 (3) This section expires June 30, 2033.

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

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

35 NEW SECTION. **Sec. 11.** RULE-MAKING AUTHORITY. The office and the
36 board may adopt rules under chapter 34.05 RCW that are necessary for
37 the effective and efficient implementation of this chapter.

1 (i) Providing technical assistance, intentional and sustained
2 professional learning opportunities, and induction coaching services
3 to school leaders and mentors;

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

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

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

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

20 (a) Schools and districts identified for comprehensive or
21 targeted support and improvement as required under the federal
22 elementary and secondary education act;

23 (b) School districts with a large influx of beginning principals,
24 beginning educational staff associates, or beginning classroom
25 teachers; ((and))

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

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

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

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

1 (a) A paid instructional orientation or individualized assistance
2 for beginning educators before the start of the school year (~~for~~
3 ~~program participants~~);

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

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

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

14 (e) Initial and ongoing professional (~~development~~) learning for
15 mentors;

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

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

22 (h) Nonevaluative observations with written feedback for
23 (~~program participants~~) beginning educators;

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

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

31 (k) Alignment to the standards of practice developed by the
32 Washington professional educator standards board under RCW
33 28A.410.260; and

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

38 (6) The local beginning educator support team program components
39 under subsection (5) of this section may be provided for continuous

1 improvement coaching to support educators on probation under RCW
2 28A.405.100.

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

5 (a) "Beginning educator" means a first-year through third-year
6 principal, first-year through third-year teacher, and first-year
7 through third-year educational staff associate.

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

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

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

14 (iii) Has successfully completed training in assisting, coaching,
15 and advising beginning principals, beginning educational staff
16 associates, or beginning teachers;

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

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

26 (vi) Is participating in ongoing mentor skills professional
27 development.

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

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

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

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

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

4 **Educator Workforce Research**

5 NEW SECTION. **Sec. 17.** A new section is added to chapter 28A.655
6 RCW to read as follows:

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

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

13 (a) Washington professional educator standards board-approved
14 educator preparation programs;

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

17 (c) Beginning educator support team programs under RCW
18 28A.415.265;

19 (d) Recruiting Washington teachers program under RCW 28A.415.370;
20 and

21 (e) Teacher residency program under chapter 28A.--- RCW (the new
22 chapter created in section 12 of this act).

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

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

31 (5) The data collected under this section must be maintained in
32 the K-12 education data improvement system established under RCW
33 28A.655.210.

34 **Sec. 18.** RCW 28A.655.210 and 2009 c 548 s 202 are each amended
35 to read as follows:

36 (1) (~~It is the legislature's intent to establish a~~) A
37 comprehensive K-12 education data improvement system for financial,

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

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

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

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

38 (b) The capacity to link educator assignment information with
39 educator certification information such as certification number, type

1 of certification, route to certification, certification program, and
2 certification assessment or evaluation scores;

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

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

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

12 (f) The capacity to link educator information with student
13 information;

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

17 (h) Separate accounting of state, federal, and local revenues and
18 costs;

19 (i) Information linking state funding formulas to public school
20 and school district budgeting and accounting, including procedures:

21 (i) To support the accuracy and auditing of financial data; and

22 (ii) Using the prototypical school model for school district
23 financial accounting reporting;

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

26 (k) Information that is centrally accessible and updated
27 regularly; and

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

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

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

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

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

7 (a) "Educator" includes paraeducator, certificated instructional
8 staff, and certificated administrative staff.

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

10 **Sec. 19.** RCW 28A.300.507 and 2020 c 61 s 3 are each amended to
11 read as follows:

12 (1) A K-12 data governance group shall be established within the
13 office of the superintendent of public instruction to assist in the
14 design and implementation of a K-12 education data improvement system
15 for financial, student, and educator data as described in RCW
16 28A.655.210. (~~It is the intent that the data system reporting~~
17 ~~specifically serve requirements for teachers, parents,~~
18 ~~superintendents, school boards, the office of the superintendent of~~
19 ~~public instruction, the legislature, and the public.~~)

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

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

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

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

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

1 (d) Conduct a gap analysis of current and planned information
2 compared to the needs requirement document, including an analysis of
3 the strengths and limitations of an education data system and
4 programs currently used by school districts and the state, and
5 specifically the gap analysis must look at the extent to which the
6 existing data can be transformed into canonical form and where
7 existing software can be used to meet the needs requirement document;

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

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

23 (i) Defining and maintaining standards for privacy and
24 confidentiality;

25 (ii) Setting data collection priorities;

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

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

28 (v) Ensuring data accuracy; and

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

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

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

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

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

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

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

22 (d) Average length of service of classroom teachers per school
23 district and per school disaggregated as described in RCW
24 28A.300.042(1) for student-level data;

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

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

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

37 ~~(7))~~ All reports and data referenced in this section and RCW
38 43.41.400 and 28A.655.210 ~~((shall))~~ must be made available in a
39 manner consistent with the technical requirements of the legislative
40 evaluation and accountability program committee and the education

1 data center so that selected data can be provided to the legislature,
2 governor, public schools, school districts, and the public.

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

9 **Sec. 20.** RCW 28A.410.300 and 2010 c 235 s 506 are each amended
10 to read as follows:

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

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

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

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

1 (2) Establish policies and practices for the approval of the
2 character of work required to be performed as a condition of entrance
3 to and graduation from any educator preparation program including
4 teacher, school administrator, and educational staff associate
5 preparation program as provided in subsection (1) of this section;

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

14 (4) Establish policies for approval of nontraditional educator
15 preparation programs;

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

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

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

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

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

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

36 (11) Submit, by October 15th of each even-numbered year and in
37 accordance with RCW 43.01.036, a joint report with the state board of
38 education to the legislative education committees, the governor, and
39 the superintendent of public instruction. The report shall address
40 the progress the boards have made and the obstacles they have

1 encountered, individually and collectively, in the work of achieving
2 the goals set out in RCW 28A.150.210;

3 (12) Establish the prospective teacher assessment system for
4 basic skills and subject knowledge that shall be required to obtain
5 residency certification pursuant to RCW 28A.410.220 through
6 28A.410.240; and

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

8 NEW SECTION. **Sec. 22.** If specific funding for the purposes of
9 this act, referencing this act by bill or chapter number, is not
10 provided by June 30, 2023, in the omnibus appropriations act, this
11 act is null and void.

12 NEW SECTION. **Sec. 23.** This act may be known and cited as the
13 educator workforce act.

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