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**HOUSE BILL 1565**

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**State of Washington**

**68th Legislature**

**2023 Regular Session**

**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 01/25/23. Referred to Committee on Education.

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

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

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

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

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

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

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

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

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

5 (d) Integration with other relevant state databases;

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

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

13 (3) By December 1, 2023, and in compliance with RCW 43.01.036,  
14 the office of the superintendent of public instruction shall report  
15 to the appropriate committees of the legislature with a plan,  
16 timeline, and cost estimate for: (a) The development and  
17 implementation of the online platform; (b) securing any needed  
18 vendors for its development and implementation; and (c) making the  
19 online platform accessible to public schools, school districts, and  
20 job seekers.

## 21 **Teacher Residency Program**

22 NEW SECTION. **Sec. 2.** DEFINITIONS. The definitions in this  
23 section apply throughout this chapter unless the context clearly  
24 requires otherwise.

25 (1) "Board" means the Washington professional educator standards  
26 board.

27 (2) "Cohort" means a group of residents enrolled in the same  
28 teacher preparation program who begin their residencies at the same  
29 time.

30 (3) "Mentor" means a teacher who:

31 (a) Has at least three years teaching experience;

32 (b) Has at least three consecutive years of performance  
33 evaluations under RCW 28A.405.100 with a performance rating of level  
34 3 or above;

35 (c) Has an endorsement deemed by the board to be equivalent to  
36 the endorsement area sought by the mentor's resident; and

37 (d) Has been selected using the tool developed by the office  
38 under section 7 of this act.

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

3 (5) "Residency" means a yearlong learning experience in a public  
4 elementary or secondary school in which the resident coteaches with a  
5 mentor, while the resident concurrently completes teacher preparation  
6 program coursework.

7 (6) "Resident" means a person enrolled in a board-approved  
8 teacher preparation program who is participating in a teacher  
9 residency program.

10 (7) "Teacher preparation program" means a teacher preparation  
11 program approved by the board.

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

13 (1) The office and the board shall collaborate to establish an  
14 application and approval process for a school district, or consortia  
15 of school districts, in partnership with a teacher preparation  
16 program seeking approval to operate a teacher residency program.

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

19 (a) Residents receive compensation equivalent to the school  
20 district's first year paraeducators, as defined in RCW 28A.413.010;

21 (b) Each resident is assigned a mentor, and each mentor is  
22 assigned to one resident;

23 (c) Mentors receive a stipend of \$2,500 per year;

24 (d) Residents receive at least 900 hours of teaching experience  
25 over the course of the school year;

26 (e) At least half of the residency hours specified in (d) of this  
27 subsection are in a coteaching setting with the resident's mentor;

28 (f) Residents may not be assigned the lead or primary  
29 responsibility for student learning;

30 (g) Residents are in a cohort of at least 15;

31 (h) Mentors use the mentor and induction standards developed by  
32 the office under section 6 of this act;

33 (i) Coursework taught during the residency is codesigned by the  
34 teacher preparation program and the school district or districts,  
35 tightly integrated with residents' teaching experiences, and focused  
36 on developing culturally responsive teachers;

37 (j) The program must prepare residents to meet or exceed the  
38 knowledge, skills, performance, and competency standards described in  
39 RCW 28A.410.270(1); and

1 (k) Any additional requirements in the partnership agreement  
2 entered into as required under section 5 of this act.

3 NEW SECTION. **Sec. 4.** GRANTS. (1) Subject to the availability of  
4 amounts appropriated for this specific purpose, and as required by  
5 this section, the office, in collaboration with the board, shall  
6 award grants to school districts with teacher residency programs  
7 approved under section 3 of this act. Grants must be prioritized to  
8 communities that are anticipated to be most positively impacted by  
9 teacher residents who fill teacher vacancies upon completing the  
10 teacher residency program and who remain in the communities in which  
11 they are mentored.

12 (2) For the 2024-25 and 2025-26 school years, grants must be  
13 prioritized to teacher residency programs at school districts, or  
14 consortia of school districts, with the highest percentages of  
15 teachers with limited certificates, and must be awarded as follows:

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

18 (b) At least five grants to support cohorts of residents seeking  
19 an endorsement in special education or early childhood special  
20 education; and

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

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

25 NEW SECTION. **Sec. 5.** PARTNERSHIP AGREEMENT. (1)(a) The office  
26 and the board shall collaborate to develop and publish a model  
27 agreement for school districts and teacher preparation programs  
28 partnering to operate teacher residency programs.

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

30 (i) The teacher preparation program must provide feedback and  
31 instructional support to school district mentors and to residents in  
32 curricula, instructional design and planning, and pedagogical  
33 practice;

34 (ii) The school district must support residents in navigating the  
35 teacher residency program, as well as school district processes and  
36 structures; and

1 (iii) An affirmation by the school district of its capacity and  
2 intent to hire its residents into teaching positions, with preference  
3 for positions in the resident's endorsement area.

4 (2) A school district, or consortium of school districts, and a  
5 teacher preparation program intending to operate a teacher residency  
6 program shall enter into a partnership agreement using the model  
7 agreement developed under subsection (1) of this section.

8 NEW SECTION. **Sec. 6.** RESIDENCY MENTORING AND INDUCTION  
9 STANDARDS. (1) The office shall develop standards for mentoring and  
10 induction of residents based on the standards for beginning educator  
11 mentoring and induction developed under RCW 28A.415.265.

12 (2) School districts must use the standards for mentoring and  
13 induction of residents developed under subsection (1) of this  
14 section.

15 NEW SECTION. **Sec. 7.** RESIDENT AND MENTOR SCREENING TOOLS. (1)  
16 The office and the board shall collaborate to develop model screening  
17 tools for school districts to use to identify and select residents  
18 and mentors.

19 (2) School districts must use the screening tools developed under  
20 subsection (1) of this section.

21 NEW SECTION. **Sec. 8.** DATA COLLECTION. School districts and  
22 teacher preparation programs partnering to operate teacher residency  
23 programs shall submit teacher residency program data at the time and  
24 in the manner required by the office and the board.

25 NEW SECTION. **Sec. 9.** ADVISORY COUNCIL. (1) The board, in  
26 collaboration with the office, shall coordinate and regularly convene  
27 an advisory committee of education partners to study problems of  
28 practice within the teacher residency programs and to guide and steer  
29 decisions for continuous improvement of the teacher residency  
30 programs that result in positive outcomes for students, school  
31 districts, teacher preparation programs, mentors, and residents  
32 participating in the teacher residency programs.

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

34 NEW SECTION. **Sec. 10.** EVALUATION OF EFFECTIVENESS. (1) The  
35 board shall contract with a nonprofit and nonpartisan organization to

1 evaluate the effectiveness and impacts of the teacher residency  
2 program over at least the first four years of implementation. The  
3 nonprofit and nonpartisan organization must have at least seven years  
4 of experience conducting high quality research to improve evidence-  
5 based education policies and practices that support empowering and  
6 equitable learning for all students. By November 1, 2028, and in  
7 accordance with RCW 43.01.036, the board shall submit a report of the  
8 evaluation to the appropriate committees of the legislature.

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

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

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

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

18 (b) Intend to pursue an initial teacher certificate with an  
19 endorsement in special education, early childhood special education,  
20 bilingual education, English language learner, or elementary  
21 education; and

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

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

26 (4) A teacher residency conditional scholarship awarded under  
27 this section is forgiven when the participant fulfills the following  
28 service obligation: Holds an endorsement in either special education,  
29 early childhood special education, bilingual education, English  
30 language learner, or elementary education, and serves for one full-  
31 time school year as a teacher in a public school classroom or program  
32 that requires that endorsement.

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

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

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

3 CONDITIONAL SCHOLARSHIP ADMINISTRATION. The student achievement  
4 council shall administer the teacher residency conditional  
5 scholarship program created under section 11 of this act. The  
6 administration of the teacher residency conditional scholarship  
7 program must be consistent with the administration of the educator  
8 conditional scholarship and loan repayment programs under this  
9 chapter, except where requirements under section 11 of this act  
10 clearly require a different administration.

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

14 NEW SECTION. **Sec. 14.** Sections 2 through 11 and 13 of this act  
15 constitute a new chapter in Title 28A RCW.

16 **Teacher Exchange Program Report**

17 NEW SECTION. **Sec. 15.** (1) By October 1, 2023, and in compliance  
18 with RCW 43.01.036, the office of the superintendent of public  
19 instruction must submit to the appropriate committees of the  
20 legislature a report recommending whether and how the state should  
21 establish a teacher exchange program.

22 (2) At a minimum, the report must include:

23 (a) The benefits and challenges of implementing a teacher  
24 exchange program in Washington;

25 (b) Whether, and to what extent, a teacher exchange program would  
26 create opportunities for professional growth for teachers in  
27 Washington and other countries, facilitate cross-cultural awareness  
28 and enrichment, and address Washington's teacher workforce  
29 challenges;

30 (c) A draft memorandum of understanding to be executed with other  
31 countries that describes teacher qualifications, such as licensure  
32 and experience, any United States visa requirements, and estimated  
33 teacher expenses and salary information; and

34 (d) An estimate of the costs to the state and to school districts  
35 to implement a teacher exchange program.

1 (3) In developing its recommendations, the office of the  
2 superintendent of public instruction must consult with:

3 (a) School districts with experience implementing teacher  
4 exchanges and school districts interested in participating in a  
5 teacher exchange program;

6 (b) The United States department of state regarding the federal  
7 exchange visitor program requirements of 22 C.F.R. Part 62; and

8 (c) United States embassies and education agencies of other  
9 countries.

10 (4) This section expires June 30, 2024.

### 11 **Educator Preparation Program Improvement Report**

12 NEW SECTION. **Sec. 16.** (1) By October 1, 2024, and in compliance  
13 with RCW 43.01.036, the Washington professional educator standards  
14 board shall submit a report to the appropriate committees of the  
15 legislature with recommendations for the improvement of the quality  
16 and effectiveness of educator preparation and workforce programs. The  
17 report must compare the requirements of the teacher residency program  
18 established in this act and registered teacher apprenticeship  
19 programs. The report must include proposals for better coordination  
20 between educator preparation partners and opportunities for educator  
21 preparation and workforce program improvement and expansion.

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

### 23 **Beginning Educator Support Team Program**

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

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

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

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

34 ~~(c) Is participating in ongoing mentor skills professional~~  
35 ~~development.~~



1       ~~(2)(a))~~ The beginning educator support team program is  
2 established to ~~((provide professional development and mentoring for~~  
3 ~~beginning principals, beginning educational staff associates,~~  
4 ~~beginning teachers, and candidates in alternative route teacher~~  
5 ~~certification programs under chapter 28A.660 RCW))~~ improve beginning  
6 educator quality and increase beginning educator retention.

7       (2)(a) The beginning educator support team program, administered  
8 by the office of the superintendent of public instruction, must  
9 support local beginning educator support team programs by:

10       (i) Providing technical assistance, intentional and sustained  
11 professional learning opportunities, and induction coaching services  
12 to school leaders and mentors;

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

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

17       (b) The office of the superintendent of public instruction shall  
18 notify school districts about the beginning educator support team  
19 program and encourage districts to apply for program funds.

20       (3) Subject to the availability of amounts appropriated for this  
21 specific purpose, the office of the superintendent of public  
22 instruction shall allocate funds for the implementation of a local  
23 beginning educator support team program, with the components  
24 described in subsection (5) of this section, on a competitive basis  
25 to individual school districts, consortia of districts, or state-  
26 tribal compact schools. In allocating funds, the office of the  
27 superintendent of public instruction shall give priority to:

28       (a) Schools and districts identified for comprehensive or  
29 targeted support and improvement as required under the federal  
30 elementary and secondary education act;

31       (b) School districts with a large influx of beginning principals,  
32 beginning educational staff associates, or beginning classroom  
33 teachers; and

34       (c) School districts and state-tribal education compact schools  
35 that ((demonstrate an understanding of the research-based standards  
36 for beginning educator induction developed by the office of the  
37 superintendent of public instruction)) have not recently been  
38 allocated funds under this subsection (3).

39       (4) A portion of the appropriated funds may be used for program  
40 coordination and provision of statewide or regional professional

1 development through the office of the superintendent of public  
2 instruction.

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

5 (a) A paid instructional orientation or individualized assistance  
6 for beginning educators before the start of the school year (~~for~~  
7 ~~program participants~~);

8 (b) A trained and qualified mentor assigned to each (~~program~~  
9 ~~participant~~) beginning educator for up to three years, with  
10 intensive support in the first year and decreasing support in  
11 subsequent years;

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

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

18 (e) Initial and ongoing professional (~~development~~) learning for  
19 mentors;

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

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

26 (h) Nonevaluative observations with written feedback for  
27 (~~program participants~~) beginning educators;

28 (i) Support for beginning educators in understanding and  
29 participating in the state and district evaluation process and using  
30 the instructional framework, leadership framework, or both, to  
31 promote growth;

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

35 (k) Alignment to the standards of practice developed by the  
36 Washington professional educator standards board under RCW  
37 28A.410.260; and

38 (l) A program evaluation that identifies program strengths and  
39 gaps using the standards for beginning educator induction, the

1 retention of beginning educators, and positive impact on student  
2 growth for (~~(program participants)~~) beginning educators.

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

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

9 (a) "Beginning educator" means a first-year principal, first-year  
10 teacher, first-year educational staff associate, or student teacher.

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

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

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

17 (iii) Has successfully completed training in assisting, coaching,  
18 and advising beginning principals, beginning educational staff  
19 associates, beginning teachers, or student teachers;

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

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

29 (vi) Is participating in ongoing mentor skills professional  
30 development.

31 (c) "Student teacher" means a person enrolled in a teacher  
32 preparation program working as a classroom teacher as specified by  
33 the office of the superintendent of public instruction.

#### 34 **Educator Workforce Research**

35 NEW SECTION. Sec. 18. A new section is added to chapter 28A.655  
36 RCW to read as follows:

37 (1) The office of the superintendent of public instruction and  
38 the Washington professional educator standards board shall collect,

1 organize, and analyze data to make determinations about the quality  
2 and effectiveness of educator workforce programs.

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

5 (a) Washington professional educator standards board-approved  
6 educator preparation programs;

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

9 (c) Beginning educator support team programs under RCW  
10 28A.415.265;

11 (d) Recruiting Washington teachers program under RCW 28A.415.370;  
12 and

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

15 (3) At a minimum, collected data must include educator  
16 demographics, assessment scores, program completion rates,  
17 endorsement completion rates, program completer rates of retention in  
18 the profession, and program costs to the state and to the program  
19 participant.

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

23 (5) The data collected under this section must be maintained in  
24 the K-12 education data improvement system established under RCW  
25 28A.655.210.

26 **Sec. 19.** RCW 28A.655.210 and 2009 c 548 s 202 are each amended  
27 to read as follows:

28 (1) (~~It is the legislature's intent to establish a~~) A  
29 comprehensive K-12 education data improvement system for financial,  
30 student, and educator data is established. The objective of the  
31 system is to monitor student progress, have information on the  
32 quality of the educator workforce, monitor and analyze the costs of  
33 programs, provide for financial integrity and accountability, and  
34 have the capability to link across these various data components by  
35 student, by class, by (~~teacher~~) certificated instructional staff,  
36 by certificated administrative staff, by paraeducator, by school, by  
37 district, by educator's preparation program, and statewide. Education  
38 data systems must be flexible and able to adapt to evolving needs for  
39 information, but there must be an objective and orderly data

1 governance process for determining when changes are needed and how to  
2 implement them. (~~It is the further intent of the legislature to~~  
3 ~~provide independent review and evaluation of a~~) The comprehensive  
4 K-12 education data improvement system (~~by assigning the review and~~  
5 ~~monitoring responsibilities to~~) must be independently reviewed and  
6 monitored by the education data center and the legislative evaluation  
7 and accountability program committee.

8 (2) (~~It is the intent that the~~) The K-12 education data  
9 improvement system must specifically service reporting requirements  
10 for (~~teachers~~) educators, parents, superintendents, public schools,  
11 school boards, the legislature, the office of the superintendent of  
12 public instruction, the Washington professional educator standards  
13 board, the state board of education, the Washington state charter  
14 school commission, and the public.

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

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

28 (b) The capacity to link educator assignment information with  
29 educator certification information such as certification number, type  
30 of certification, route to certification, certification program, and  
31 certification assessment or evaluation scores;

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

34 (d) Robust student information, (~~including but not limited to~~  
35 ~~student~~) for example: Student characteristics, course and program  
36 enrollment, performance on statewide and district summative and  
37 formative assessments to the extent district assessments are used,  
38 and performance on college readiness tests;

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

- 1 (f) The capacity to link educator information with student  
2 information;
- 3 (g) A common, standardized structure for reporting the costs of  
4 programs at the public school and school district level with a focus  
5 on the cost of services delivered to students;
- 6 (h) Separate accounting of state, federal, and local revenues and  
7 costs;
- 8 (i) Information linking state funding formulas to public school  
9 and school district budgeting and accounting, including procedures:
- 10 (i) To support the accuracy and auditing of financial data; and  
11 (ii) Using the prototypical school model for school district  
12 financial accounting reporting;
- 13 (j) The capacity to link program cost information with student  
14 performance information to gauge the cost-effectiveness of programs;
- 15 (k) Information that is centrally accessible and updated  
16 regularly; and
- 17 (l) An anonymous, nonidentifiable replicated copy of data that is  
18 updated at least quarterly, and made available to the public by the  
19 state.
- 20 (4) (~~It is the legislature's goal that all~~) All public schools  
21 and school districts must have the capability to collect state-  
22 identified common data and export it in a standard format to support  
23 (~~a statewide~~) the K-12 education data improvement system (~~under~~  
24 ~~this section~~).
- 25 (5) (~~It is the legislature's intent that the~~) The K-12  
26 education data improvement system must be developed to provide the  
27 capability to make reports as required under RCW 28A.300.507  
28 available.
- 29 (6) (~~It is the legislature's intent that~~) Public schools and  
30 school districts must collect and report new data elements to satisfy  
31 the requirements of RCW 43.41.400, this section, and RCW 28A.300.507,  
32 only to the extent funds are available for this purpose.
- 33 (7) The definitions in this subsection apply throughout this  
34 section unless the context clearly requires otherwise.
- 35 (a) "Educator" includes paraeducator, certificated instructional  
36 staff, and certificated administrative staff.
- 37 (b) "Public school" has the same meaning as in RCW 28A.150.010.

38 **Sec. 20.** RCW 28A.300.507 and 2020 c 61 s 3 are each amended to  
39 read as follows:

1 (1) A K-12 data governance group shall be established within the  
2 office of the superintendent of public instruction to assist in the  
3 design and implementation of a K-12 education data improvement system  
4 for financial, student, and educator data as described in RCW  
5 28A.655.210. (~~It is the intent that the data system reporting~~  
6 ~~specifically serve requirements for teachers, parents,~~  
7 ~~superintendents, school boards, the office of the superintendent of~~  
8 ~~public instruction, the legislature, and the public.~~)

9 (2) The K-12 data governance group shall include representatives  
10 of the education data center, the office of the superintendent of  
11 public instruction, the legislative evaluation and accountability  
12 program committee, the Washington professional educator standards  
13 board, the state board of education, and school district staff,  
14 including information technology staff. Additional entities with  
15 expertise in education data may be included in the K-12 data  
16 governance group.

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

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

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

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

28 (d) Conduct a gap analysis of current and planned information  
29 compared to the needs requirement document, including an analysis of  
30 the strengths and limitations of an education data system and  
31 programs currently used by school districts and the state, and  
32 specifically the gap analysis must look at the extent to which the  
33 existing data can be transformed into canonical form and where  
34 existing software can be used to meet the needs requirement document;

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

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

11 (i) Defining and maintaining standards for privacy and  
12 confidentiality;

13 (ii) Setting data collection priorities;

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

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

16 (v) Ensuring data accuracy; and

17 (vi) Establishing minimum standards for school, student,  
18 financial, and (~~(teacher)~~) certificated staff data systems. Data  
19 elements may be specified "to the extent feasible" or "to the extent  
20 available" to collect more and better data sets from public schools  
21 and school districts with more flexible software. Nothing in RCW  
22 43.41.400, this section, or RCW 28A.655.210 (~~(should)~~) may be  
23 construed to require that a data dictionary or reporting should be  
24 hobbled to the lowest common set. The work of the K-12 data  
25 governance group must specify which data are desirable. (~~(Districts)~~)  
26 Public schools and school districts that can meet these requirements  
27 shall report the desirable data. Funding from the legislature must  
28 establish which subset data are absolutely required.

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

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

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



1 (a) The per-pupil expenditures of federal, state, and local funds  
2 including actual personnel expenditures and actual nonpersonnel  
3 expenditures of federal, state, and local funds disaggregated by  
4 source of funds, for each local educational agency and each school in  
5 the state for the preceding fiscal year;

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

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

11 (d) Average length of service of classroom teachers per school  
12 district and per school disaggregated as described in RCW  
13 28A.300.042(1) for student-level data;

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

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

18 ~~((The superintendent of public instruction shall submit a  
19 preliminary report to the legislature by November 15, 2009, including  
20 the analyses by the K-12 data governance group under subsection (3)  
21 of this section and preliminary options for addressing identified  
22 gaps. A final report, including a proposed phase-in plan and  
23 preliminary cost estimates for implementation of a comprehensive data  
24 improvement system for financial, student, and educator data shall be  
25 submitted to the legislature by September 1, 2010.~~

26 ~~(7))~~) All reports and data referenced in this section and RCW  
27 43.41.400 and 28A.655.210 ~~((shall))~~ must be made available in a  
28 manner consistent with the technical requirements of the legislative  
29 evaluation and accountability program committee and the education  
30 data center so that selected data can be provided to the legislature,  
31 governor, public schools, school districts, and the public.

32 ~~((8))~~ (7) Reports ~~((shall))~~ must contain data to the extent it  
33 is available. All reports must include documentation of which data  
34 are not available or are estimated. Reports must not be suppressed  
35 because of poor data accuracy or completeness. Reports may be  
36 accompanied with documentation to inform the reader of why some data  
37 are missing or inaccurate or estimated.

38 **Sec. 21.** RCW 28A.410.300 and 2010 c 235 s 506 are each amended  
39 to read as follows:

1       (~~Beginning with the 2010 school year and annually thereafter,~~  
2 ~~each~~) Each educational service district, in cooperation with the  
3 Washington professional educator standards board, must annually  
4 convene representatives from school districts within that region and  
5 Washington professional educator standards board-approved educator  
6 preparation programs to review school district and regional educator  
7 workforce data maintained in the K-12 education data improvement  
8 system established under RCW 28A.655.210, make biennial projections  
9 of (~~certificate~~) certificated staffing needs, and identify how  
10 recruitment and enrollment plans in educator preparation programs  
11 reflect projected need.

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

14       The purpose of the Washington professional educator standards  
15 board is to establish policies and requirements for the preparation  
16 and certification of educators that provide standards for competency  
17 in professional knowledge and practice in the areas of certification;  
18 a foundation of skills, knowledge, and attitudes necessary to help  
19 students with diverse needs, abilities, cultural experiences, and  
20 learning styles meet or exceed the learning goals outlined in RCW  
21 28A.150.210; knowledge of research-based practice; and professional  
22 development throughout a career. The Washington professional educator  
23 standards board shall:

24       (1) Establish policies and practices for the approval of programs  
25 of courses, requirements, and other activities leading to educator  
26 certification including teacher, school administrator, and  
27 educational staff associate certification;

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

33       (3) Establish a list of accredited institutions of higher  
34 education of this and other states whose graduates may be awarded  
35 educator certificates as teacher, school administrator, and  
36 educational staff associate and establish criteria and enter into  
37 agreements with other states to acquire reciprocal approval of  
38 educator preparation programs and certification, including teacher

1 certification from the national board for professional teaching  
2 standards;

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

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

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

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

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

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

20 (10) Serve as an advisory body to the superintendent of public  
21 instruction on issues related to educator recruitment, hiring,  
22 mentoring and support, professional growth, retention, educator  
23 evaluation including but not limited to peer evaluation, and  
24 revocation and suspension of licensure;

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

32 (12) Establish the prospective teacher assessment system for  
33 basic skills and subject knowledge that shall be required to obtain  
34 residency certification pursuant to RCW 28A.410.220 through  
35 28A.410.240; and

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

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

--- **END** ---