

HOUSE BILL REPORT

HB 1651

As Reported by House Committee On:
Education

Title: An act relating to teacher residency and apprenticeship programs.

Brief Description: Concerning teacher residency and apprenticeship programs.

Sponsors: Representatives Ortiz-Self, Reed and Eslick.

Brief History:

Committee Activity:

Education: 2/3/25, 2/17/25 [DPS].

Brief Summary of Substitute Bill

- Describes a teacher residency and establishes requirements for a teacher residency model of teacher preparation.
- Describes a teacher apprenticeship program and establishes requirements for teacher apprenticeship programs.

HOUSE COMMITTEE ON EDUCATION

Majority Report: The substitute bill be substituted therefor and the substitute bill do pass. Signed by 16 members: Representatives Santos, Chair; Shavers, Vice Chair; Rude, Ranking Minority Member; Keaton, Assistant Ranking Minority Member; Bergquist, Callan, Chase, Donaghy, Eslick, McEntire, Ortiz-Self, Pollet, Reeves, Scott, Steele and Stonier.

Minority Report: Without recommendation. Signed by 2 members: Representatives Couture and Marshall.

Staff: Megan Wargacki (786-7194).

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not part of the legislation nor does it constitute a statement of legislative intent.

Background:

Educator Preparation Programs.

The Professional Educator Standards Board (PESB) adopts rules and creates policies for the preparation and certification of educators. The PESB approves entities to offer preparation programs, whether traditional or alternative, for prospective educators, such as teachers, principals, and school counselors.

All teacher preparation programs (TPPs) leading to a Washington teacher certificate must meet minimum state standards established by the PESB. Each teacher preparation program is required to develop, and submit to the PESB, a plan describing how the program will partner with local school districts regarding field placement of student teachers. A rule of the PESB allows school districts to request an intern teacher substitute certificate, so that a student teacher can substitute teach in the absence of their preservice mentor. This limited certificate is issued only with approval from the student teacher's TPP.

Traditional. A traditional PESB-approved TPP is generally offered by an institution of higher education. One component of teacher preparation programs is a student teaching experience in a classroom setting. The PESB requires this experience to be at least 450 hours, including supervised planning, instruction, and reflection. The experience must also relate to specific program outcomes and be designed to integrate educational theory, knowledge, and skills in practice under the direction of a certificated teacher with three years of teaching experience.

Alternative route. Alternative route to teacher certification (alternative route) programs are partnerships between PESB-approved TPPs, Washington school districts, and other partners as appropriate that focus on teacher shortage areas. In addition to meeting TPP standards, an alternative route program must meet partnership agreement requirements and implement a development plan for each candidate. The PESB requires alternative route programs to include a one-year mentored internship and 540 hours of student teaching.

Apprenticeship. The Washington Apprenticeship and Training Council, within the state Department of Labor and Industries, establishes apprenticeship program standards as rules, including requirements for apprentice-related and supplemental instruction, coordination of instruction with job experiences, and instructor qualifications. These standards include 2,000 hours of on-the-job training. Federal apprenticeship laws require a teacher apprenticeship program to be sponsored by an employer, labor union, industry association, educational institution, or workforce board, so a PESB-approved TPP can be registered as a teacher apprenticeship program.

Beginning Educator Support Team Program.

The Beginning Educator Support Team (BEST) program provides professional development and mentor support for beginning educators. A BEST mentor is one who has successfully completed training in assisting, coaching, and advising beginning educators,

has been selected using mentor standards developed by the Office of the Superintendent of Public Instruction, and is participating in ongoing mentor-skills professional development.

Summary of Substitute Bill:

Teacher Residency Model.

A teacher residency is described as a teacher preparation model that integrates a full year of collaborative hands-on classroom teaching with an experienced preservice mentor with concurrent, targeted academic coursework designed to develop effective, community-focused teachers. It is specified that this collaborative model must be offered by a public elementary or secondary school and a Professional Educator Standards Board (PESB)-approved teacher preparation program (TPP).

At a minimum, a teacher residency program must meet the following requirements:

- The program must be operated as a formal partnership between a school district, charter school, or state-tribal education compact school and a PESB-approved TPP.
- The program partners must collaboratively design the coursework to align with the unique context of each resident's classroom and with the context and priorities of the elementary or secondary school and school district if applicable.
- Each resident must be assigned to at least one preservice mentor, who must coteach with the resident, throughout the duration of the resident's 900-hour preservice clinical practice over the course of one school year. The preservice mentor must be qualified to be a mentor for the Beginning Educator Support Team program.
- Each resident must be grouped into a cohort based on geography, specialty, or other relevant criteria determined by the board.
- Funding must be provided to each resident and a stipend must be provided to each preservice mentor.

Teacher Apprenticeship Program.

A teacher apprenticeship program is described as a program approved by both the Washington State Apprenticeship and Training Council (WSATC) and the PESB. In addition to meeting other requirements, the program must provide the apprentice with 2,000 hours of on-the-job mentored teaching experience under a gradual release method. Up to 500 hours working as a paraeducator may count towards the minimum on-the-job requirement.

Beginning September 1, 2025, before applying to the WSATC to operate a teacher apprenticeship program, an entity must be approved by the PESB as a TTP.

Substitute Bill Compared to Original Bill:

Compared to the original bill, the substitute bill makes changes to requirements for teacher

residencies to:

- refer to a teacher residency model, rather than both a teacher residency model and teacher residency programs;
- add that charter schools can partner with a teacher preparation program (TTP) to operate a teacher residency;
- include alignment of the resident's coursework with the context and priorities of the elementary or secondary school;
- allow for a resident to be assigned to more than one preservice mentor during the preservice clinical practice;
- remove language prohibiting residents from being assigned the lead or primary responsibility for student learning until the resident completes a specified number of preservice clinical practice hours; and
- remove language directing the Professional Educator Standards Board (PESB) to establish a process to approve either: new TTPs, or some or all of an existing TTP to transition to a teacher residency program.

Compared to the original bill, the substitute bill makes changes to requirements for teacher apprenticeship programs to:

- remove language limiting teacher apprenticeship programs to those designed for individuals with bachelor's degrees who seek an initial teacher certificate and no graduate degree;
- specify that up to 500 hours working as a paraeducator may count toward the required 2,000 hours of on-the-job mentored teaching experience; and
- add that, beginning September 1, 2025, before applying to the Washington State Apprenticeship and Training Council to operate a teacher apprenticeship program, an entity must be approved by the PESB as a TTP.

Compared to the original bill, the substitute bill also strikes provisions: (1) expanding student eligibility for the Alternative Route Conditional Scholarship program to teacher residents; and (2) renaming educator certificates.

Appropriation: None.

Fiscal Note: Available. New fiscal note requested on February 17, 2025.

Effective Date of Substitute Bill: The bill takes effect 90 days after adjournment of the session in which the bill is passed.

Staff Summary of Public Testimony:

(In support) There is a teacher shortage in the state and across the nation. We need to make sure that there are lots of options for recruiting people to becoming teachers, especially those without financial resources to take the traditional path. The bill establishes a strong

framework for existing TTPs to transition to residency models. About 46 states have adopted this model and it has a better retention rate because of the support provided throughout the program. The model must be implemented with fidelity to ensure consistent and positive outcomes.

The bill enhances flexibility and existing funding sources to provide meaningful financial aid for residents into content, demographic, and geographic shortage areas. The bill does not establish new teacher residency programs; rather programs must be approved by the PESB.

These models provide one year of mentoring, and by the time the student graduates they are ready to take on the responsibility of teaching. Apprentices should not be forced to stay with the company they worked with to obtain their license.

(Opposed) The United States Department of Labor added teachers and principals to the definition of apprenticeable careers in 2021. There are now 46 states and territories that have teacher apprenticeships. In 2023 the Washington Education Association (WEA) was approved by the PESB to offer an Alternative Route to Teacher Certification program for teacher residents focused on special education. Residents are employed by their school district while they work with an experienced mentor as they rotate through different special education classrooms, and they make a three-year commitment to work in the district upon certification. The WEA program is now a registered apprenticeship program, and maintains compliance with two state entities' requirements. The first WEA cohort of residents are now teachers, and over 50 residents are now enrolled in the WEA's resident apprenticeship program.

The bill should not limit apprenticeship programs' ability to partner with institutions of higher education; these programs should be able to award Master's degrees for the credits earned during the program.

Persons Testifying: (In support) Representative Lillian Ortiz-Self, prime sponsor; John Axtell; and Dr. Erica Hernandez-Scott, PESB.

(Opposed) Lorrell Noahr, Washington Education Association.

Persons Signed In To Testify But Not Testifying: None.