
HOUSE BILL 1651

State of Washington

69th Legislature

2025 Regular Session

By Representatives Ortiz-Self, Reed, and Eslick

Read first time 01/28/25. Referred to Committee on Education.

1 AN ACT Relating to teacher residency and apprenticeship programs;
2 amending RCW 28B.102.110, 28A.410.045, 28A.410.220, 28A.410.2211,
3 28A.410.226, 28A.410.250, 28A.410.251, 28A.410.252, 28A.410.278,
4 28A.410.290, and 28A.660.005; reenacting and amending RCW
5 28A.410.270; adding new sections to chapter 28A.410 RCW; adding a new
6 section to chapter 49.04 RCW; creating a new section; and providing
7 an effective date.

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

9 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.410
10 RCW to read as follows:

11 (1) A teacher residency is a teacher preparation model that
12 integrates a full year of collaborative hands-on classroom teaching
13 with an experienced mentor with concurrent, targeted academic
14 coursework, designed to develop effective, community-focused
15 teachers. This collaborative model is offered by a public elementary
16 or secondary school and a board-approved teacher preparation program.

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

19 (a) The program must be operated as a formal partnership between
20 a school district or state-tribal education compact school and a
21 board-approved teacher preparation program;

1 (b) The program partners must collaboratively design the
2 coursework to align with the unique context of each resident's
3 classroom;

4 (c) Each resident must be assigned a preservice mentor;

5 (d) A preservice mentor must co-teach with the resident
6 throughout the duration of the resident's preservice clinical
7 experience;

8 (e) Each resident must receive at least 900 hours of preservice
9 clinical practice over the course of one school year;

10 (f)(i) A resident who is an undergraduate student may not be
11 assigned the lead or primary responsibility for student learning
12 until the resident completes 900 hours of preservice clinical
13 practice; and

14 (ii) A resident who is a graduate student may not be assigned the
15 lead or primary responsibility for student learning until the
16 resident completes 450 hours of preservice clinical practice;

17 (g) Each resident must be grouped into a cohort based on
18 geography, specialty, or other relevant criteria determined by the
19 board;

20 (h) Funding must be provided to each resident; and

21 (i) A stipend must be provided to each preservice mentor.

22 (3) The board shall establish an approval process for a teacher
23 preparation program in partnership with a school district, state-
24 tribal education compact school, or consortium to either: (a) Become
25 a new teacher preparation program; or (b) transition some or all of
26 an existing teacher preparation program to a teacher residency
27 program.

28 (4) For purposes of this section, the following definitions
29 apply:

30 (a) "Board" means the Washington professional educator standards
31 board.

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

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

38 (d) "Preservice mentor" means a teacher qualified to be a mentor
39 for the beginning educator support team program under RCW
40 28A.415.265.

1 (e) "Resident" means a person enrolled in a board-approved
2 teacher preparation program who is participating in a teacher
3 residency program.

4 (f) "Teacher preparation program" means a teacher preparation
5 program approved by the board.

6 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.410
7 RCW to read as follows:

8 A teacher apprenticeship program is a program approved by both
9 the Washington apprenticeship and training council under chapter
10 49.04 RCW and the Washington professional educator standards board
11 under RCW 28A.410.210 that is designed for individuals with
12 bachelor's degrees who seek an initial teacher certificate and no
13 graduate degree. In addition to meeting other requirements, the
14 program must provide the apprentice with 2,000 hours of on-the-job
15 mentored teaching experience under a gradual release method.

16 NEW SECTION. **Sec. 3.** A new section is added to chapter 49.04
17 RCW to read as follows:

18 A teacher apprenticeship program must meet the requirements in
19 section 2 of this act.

20 **Sec. 4.** RCW 28B.102.110 and 2019 c 295 s 217 are each amended to
21 read as follows:

22 (1) The alternative route and teacher residency conditional
23 scholarship program is created. The purpose of the program is to
24 provide financial assistance to encourage persons to become teachers
25 through alternative route teacher certification programs or the
26 teacher residency program and to retain these teachers in shortage
27 areas.

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

29 (a) Be accepted into, and maintain enrollment in, an alternative
30 route teacher certification program under chapter 28A.660 RCW or a
31 teacher residency program under section 1 of this act; and

32 (b) Intend to pursue an initial teacher certificate with an
33 endorsement in a shortage area.

34 (3) Participants are eligible to receive an alternative route and
35 teacher residency conditional scholarship for up to two academic
36 years.

1 NEW SECTION. **Sec. 5.** (1) The legislature recognizes that, in
2 the educator preparation and certification context, the term
3 "residency" refers to the initial certificate of an educator. In
4 order to reduce possible confusion between teacher residency programs
5 approved and operated under section 1 of this act and residency
6 certificates issued under RCW 28A.410.010, the legislature intends to
7 change the name of the "residency certificate" to the "initial
8 certificate" and to change the name of the "professional certificate"
9 to the "continuing certificate."

10 (2) The Washington professional educator standards board shall
11 prepare to implement these name changes effective July 1, 2026.

12 **Sec. 6.** RCW 28A.410.045 and 2007 c 319 s 2 are each amended to
13 read as follows:

14 (1) The Washington state first peoples' language, culture, and
15 oral tribal traditions teacher certification program is established.
16 The professional educator standards board shall adopt rules to
17 implement the program in collaboration with the sovereign tribal
18 governments whose traditional lands and territories lie within the
19 borders of the state of Washington, including the tribal leader
20 congress on education and the first peoples' language and culture
21 committee. The collaboration required under this section shall be
22 defined by a protocol for cogovernance in first peoples' language,
23 culture, and oral tribal traditions education developed by the
24 professional educator standards board, the office of the
25 superintendent of public instruction, and the sovereign tribal
26 governments whose traditional lands and territories lie within the
27 borders of the state of Washington.

28 (2) Any sovereign tribal government whose traditional lands and
29 territories lie within the borders of the state of Washington may
30 participate individually on a government-to-government basis in the
31 program.

32 (3) Under the first peoples' language, culture, and oral tribal
33 traditions teacher certification program:

34 (a) Only a participating sovereign tribal government may certify
35 individuals who meet the tribe's criteria for certification as a
36 teacher in the Washington state first peoples' language, culture, and
37 oral tribal traditions teacher certification program. Tribal law
38 enforcement agencies and the Washington state patrol shall enter into
39 government-to-government negotiations regarding the exchange of

1 background information on applicants for certification. The office of
2 the superintendent of public instruction shall not authorize or
3 accept a certificate or endorsement in Washington state first
4 peoples' language, culture, and oral tribal traditions without
5 certification from a participating sovereign tribal government and
6 without conducting a record check of an individual applying for
7 certification as required under RCW 28A.410.010;

8 (b) For each teacher to be certified in the program, the
9 participating sovereign tribal government shall submit information
10 and documentation necessary for the issuance of a state certificate,
11 as defined by rule, to the office of the superintendent of public
12 instruction;

13 (c) A Washington state first peoples' language, culture, and oral
14 tribal traditions teacher certificate serves as a subject area
15 endorsement in first peoples' language, culture, and oral tribal
16 traditions. The holder of a Washington state first peoples' language,
17 culture, and oral tribal traditions teacher certificate who does not
18 also hold an initial(~~(r—residency,r)~~) or continuing(~~(r—~~or~~~~
19 ~~professional~~)) teaching certificate authorized by the professional
20 educator standards board may be assigned to teach only the languages,
21 cultures, and oral tribal traditions designated on the certificate
22 and no other subject;

23 (d) In order to teach first peoples' language, culture, and oral
24 tribal traditions, teachers must hold certificates from both the
25 office of the superintendent of public instruction and from the
26 sovereign tribal government; and

27 (e) The holder of a Washington state first peoples' language,
28 culture, and oral tribal traditions teacher certificate meets
29 Washington state's definition of a highly qualified teacher under the
30 no child left behind act of 2001 (P.L. 107-110) for the purposes of
31 teaching first peoples' language, culture, and oral tribal
32 traditions, subject to approval by the United States department of
33 education.

34 (4) First peoples' language/culture teacher certificates issued
35 before July 22, 2007, under rules approved by the state board of
36 education or the professional educator standards board under a pilot
37 program remain valid as certificates under this section, subject to
38 the provisions of this chapter.

39 (5) Schools and school districts on or near tribal reservations
40 are encouraged to contract with sovereign tribal governments whose

1 traditional lands and territories lie within the borders of the state
2 of Washington and with first peoples' language, culture, and oral
3 tribal traditions teacher certification programs for in-service
4 teacher training and continuing education in the culture and history
5 appropriate for their geographic area, as well as suggested pedagogy
6 and instructional strategies.

7 **Sec. 7.** RCW 28A.410.220 and 2019 c 121 s 1 are each amended to
8 read as follows:

9 (1)(a) The Washington professional educator standards board shall
10 make available a means of assessing an applicant's knowledge in the
11 basic skills. For the purposes of this section, "basic skills" means
12 the subjects of at least reading, writing, and mathematics. An
13 applicant must take this basic skills assessment, or an alternative
14 or equivalent basic skills assessment as determined by the Washington
15 professional educator standards board, and report the individual
16 results to the Washington professional educator standards board and
17 an approved teacher preparation program, for admission to the
18 approved teacher preparation program.

19 (b) An approved teacher preparation program may use the results
20 of the basic skills assessment, or an alternative or equivalent basic
21 skills assessment as determined by the Washington professional
22 educator standards board, as a formative assessment of academic
23 strengths and weakness in determining the candidate's readiness for
24 the program.

25 (c) The Washington professional educator standards board may
26 establish criteria to ensure that persons from out-of-state who are
27 applying for (~~residency~~) initial certification and persons applying
28 to master's degree level teacher preparation programs can demonstrate
29 to the board's satisfaction that they have the requisite basic
30 skills.

31 (d) The Washington professional educator standards board may
32 identify and accept other tests and test scores as long as the tests
33 are comparable in rigor to the basic skills assessment and candidates
34 meet or exceed the basic skills requirements established by the
35 board.

36 (2) The Washington professional educator standards board shall
37 set performance standards and develop, pilot, and implement a uniform
38 and externally administered (~~professional~~) continuing-level
39 certification assessment based on demonstrated teaching skill. In the

1 development of this assessment, consideration shall be given to
2 changes in (~~professional~~) continuing certification program
3 components such as the culminating seminar.

4 (3) Beginning not later than September 1, 2002, the Washington
5 professional educator standards board shall provide for the initial
6 piloting and implementation of a means of assessing an applicant's
7 knowledge in the subjects for which the applicant has applied for an
8 endorsement to his or her (~~residency~~) initial or (~~professional~~)
9 continuing teaching certificate. The assessment of subject knowledge
10 shall not include instructional methodology. Beginning September 1,
11 2005, passing this assessment shall be required to receive an
12 endorsement for certification purposes.

13 (4) The Washington professional educator standards board may
14 permit exceptions from the assessment requirements under subsections
15 (1), (2), and (3) of this section on a case-by-case basis.

16 (5) The Washington professional educator standards board shall
17 provide for reasonable accommodations for individuals who are
18 required to take the assessments in subsection (1), (2), or (3) of
19 this section if the individuals have learning or other disabilities.

20 (6) With the exception of applicants exempt from the requirements
21 of subsections (2) and (3) of this section, an applicant must achieve
22 a minimum assessment score or scores established by the Washington
23 professional educator standards board on each of the assessments
24 under subsections (2) and (3) of this section.

25 (7) The Washington professional educator standards board and
26 superintendent of public instruction, as determined by the Washington
27 professional educator standards board, may contract with one or more
28 third parties for:

29 (a) The development, purchase, administration, scoring, and
30 reporting of scores of the assessments established by the Washington
31 professional educator standards board under subsections (1), (2), and
32 (3) of this section;

33 (b) Related clerical and administrative activities; or

34 (c) Any combination of the purposes in this subsection.

35 (8) Applicants for admission to a Washington teacher preparation
36 program and applicants for (~~residency~~) initial and (~~professional~~)
37 continuing certificates who are required to successfully complete one
38 or more of the assessments under subsections (1), (2), and (3) of
39 this section, and who are charged a fee for the assessment by a third
40 party contracted with under subsection (7) of this section, shall pay

1 the fee charged by the contractor directly to the contractor. Such
2 fees shall be reasonably related to the actual costs of the
3 contractor in providing the assessment.

4 (9) The superintendent of public instruction is responsible for
5 supervision and providing support services to administer this
6 section.

7 (10) The Washington professional educator standards board shall
8 collaboratively select or develop and implement the applicable
9 assessments and minimum assessment scores required under this section
10 with the superintendent of public instruction and shall provide
11 opportunities for representatives of other interested educational
12 organizations to participate in the selection or development and
13 implementation of such assessments in a manner deemed appropriate by
14 the Washington professional educator standards board.

15 (11) The Washington professional educator standards board shall
16 adopt rules under chapter 34.05 RCW that are reasonably necessary for
17 the effective and efficient implementation of this section.

18 **Sec. 8.** RCW 28A.410.2211 and 2021 c 198 s 5 are each amended to
19 read as follows:

20 (1) The professional educator standards board shall revise
21 assessments for prospective teachers and teachers adding subject area
22 endorsements required for teacher certification under RCW 28A.410.220
23 to measure the revised standards in RCW 28A.410.221.

24 (2) The professional educator standards board shall require that
25 successful candidates for the ((~~residency~~)) initial certificate
26 demonstrate effective subject specific instructional methods that
27 address the revised standards.

28 **Sec. 9.** RCW 28A.410.226 and 2013 c 197 s 2 are each amended to
29 read as follows:

30 (1) As provided under subsections (2) and (3) of this section,
31 individuals certified by the professional educator standards board as
32 a school nurse, school social worker, school psychologist, or school
33 counselor must complete a training program on youth suicide screening
34 and referral as a condition of certification. The training program
35 must be at least three hours in length. The professional educator
36 standards board must adopt standards for the minimum content of the
37 training in consultation with the office of the superintendent of
38 public instruction and the department of health. In developing the

1 standards, the board must consider training programs listed on the
2 best practices registry of the American foundation for suicide
3 prevention and the suicide prevention resource center.

4 (2) This section applies to the following certificates if the
5 certificate is first issued or is renewed on or after July 1, 2015:

6 (a) Continuing certificates for school nurses;

7 (b) Continuing certificates for school social workers;

8 (c) Continuing ~~((and—professional))~~ certificates for school
9 psychologists; and

10 (d) Continuing ~~((and—professional))~~ certificates for school
11 counselors.

12 (3) A school counselor who holds or submits a school counseling
13 certificate from the national board for professional teaching
14 standards or a school psychologist who holds or submits a school
15 psychologist certificate from the national association of school
16 psychologists in lieu of a ~~((professional))~~ continuing certificate
17 must complete the training program under subsection (1) of this
18 section by July 1, 2015, or within the five-year period before the
19 certificate is first submitted to the professional educator standards
20 board, whichever is later, and at least once every five years
21 thereafter in order to be considered certified by the professional
22 educator standards board.

23 (4) The professional educator standards board ~~((shall—consider~~
24 ~~the training program under subsection (1) of this section as approved~~
25 ~~continuing education under RCW 28A.415.020 and))~~ shall count the
26 training program toward meeting continuing education requirements for
27 certification as a school nurse, school social worker, school
28 psychologist, or school counselor.

29 **Sec. 10.** RCW 28A.410.250 and 2017 3rd sp.s. c 26 s 3 are each
30 amended to read as follows:

31 The agency responsible for educator certification shall adopt
32 rules for ~~((professional))~~ continuing certification that:

33 (1) Grant ~~((professional))~~ continuing certification to any
34 teacher who attains certification from the national board for
35 professional teaching standards; ~~((and))~~ and

36 (2) Identify an expedited ~~((professional))~~ continuing
37 certification process for out-of-state teachers who have five years
38 or more of successful teaching experience, including a method to
39 determine the comparability of rigor between the Washington

1 ((~~professional~~)) continuing certification process and the advanced
2 level teacher certification process of other states. A
3 ((~~professional~~)) continuing certificate must be issued to these
4 experienced out-of-state teachers if the teacher holds: (a) A valid
5 teaching certificate issued by the national board for professional
6 teaching standards; or (b) an advanced level teacher certificate from
7 another state that has been determined to be comparable to the
8 Washington ((~~professional~~)) continuing certificate.

9 **Sec. 11.** RCW 28A.410.251 and 2017 3rd sp.s. c 26 s 1 are each
10 amended to read as follows:

11 By September 1, 2017, the Washington professional educator
12 standards board shall adopt rules allowing teachers and principals
13 with at least two years of experience, who hold or have held ((~~a~~
14 ~~residency~~)) an initial certificate and have not achieved the
15 ((~~professional~~)) continuing certificate, to renew their ((~~residency~~))
16 initial certificate in five-year intervals based on completion of ten
17 credits or one hundred clock hours ((~~as defined in RCW 28A.415.020~~
18 ~~and 28A.415.023~~)).

19 **Sec. 12.** RCW 28A.410.252 and 2016 c 233 s 5 are each amended to
20 read as follows:

21 The agency responsible for educator certification shall adopt
22 rules for ((~~professional~~)) continuing certification that identify an
23 expedited ((~~professional~~)) continuing certification process for out-
24 of-state teachers who have five years or more of successful teaching
25 experience, including a method to determine the comparability of
26 rigor between the Washington ((~~professional~~)) continuing
27 certification process and any United States federally issued or
28 state-issued advanced level teacher certification process that allows
29 an individual to teach internationally. A ((~~professional~~)) continuing
30 certificate must be issued to these experienced out-of-state teachers
31 if the teacher holds a United States federally issued or state-issued
32 advanced level teacher certificate that allows the individual to
33 teach internationally and that has been determined to be comparable
34 to the Washington ((~~professional~~)) continuing certificate.

35 **Sec. 13.** RCW 28A.410.270 and 2021 c 198 s 4 and 2021 c 197 s 11
36 are each reenacted and amended to read as follows:

1 (1) (a) The board shall adopt a set of articulated teacher
2 knowledge, skill, and performance standards for effective teaching
3 that are evidence-based, measurable, meaningful, and documented in
4 high quality research as being associated with improved student
5 learning. The standards shall be calibrated for each level along the
6 entire career continuum. For candidates recommended for (~~residency~~)
7 initial teacher certification by a board-approved preparation
8 program, the standards adopted by the board must be the most recent
9 teaching standards published by a consortium of state and national
10 education organizations dedicated to the reform of the preparation,
11 licensing, and ongoing professional development of teachers since
12 1987.

13 (b) The (~~Washington professional educator standards~~) board
14 shall incorporate along the entire continuum the standards of
15 practice developed under RCW 28A.410.260.

16 (c) By January 1, 2020, in order to ensure that teachers can
17 recognize signs of emotional or behavioral distress in students and
18 appropriately refer students for assistance and support, the board
19 shall incorporate along the entire continuum the social-emotional
20 learning standards and benchmarks recommended by the social-emotional
21 learning benchmarks work group in its October 1, 2016, final report
22 titled, "addressing social emotional learning in Washington's K-12
23 public schools." In incorporating the social-emotional learning
24 standards and benchmarks, the board must include related
25 competencies, such as trauma-informed practices, consideration of
26 adverse childhood experiences, mental health literacy, antibullying
27 strategies, and culturally sustaining practices.

28 (2) The board shall adopt a definition of master teacher, with a
29 comparable level of increased competency between (~~professional~~)
30 continuing certification level and master level as between
31 (~~professional~~) continuing certification level and national board
32 certification. Within the definition established by the board,
33 teachers certified through the national board for professional
34 teaching standards shall be considered master teachers.

35 (3) Award of a (~~professional~~) continuing certificate shall be
36 based on a minimum of two years of successful teaching experience as
37 defined by the board, and may not require candidates to enroll in a
38 (~~professional~~) continuing certification program.

39 (4) Educator preparation programs approved to offer the
40 (~~residency~~) initial teaching certificate shall be required to

1 demonstrate how the program produces effective teachers as evidenced
2 by multiple measures of the knowledge, skills, performance, and
3 competencies described in subsection (1) of this section and other
4 criteria established by the board.

5 (5) Each board-approved teacher preparation program must publish,
6 and provide to candidates prior to admission, a list of program
7 completion requirements.

8 (6) Before a board-approved teacher preparation program may
9 recommend a candidate for (~~residency~~) initial teacher
10 certification, the candidate must meet or exceed the knowledge,
11 skill, performance, and competency standards described in subsection
12 (1) of this section.

13 (7) For the purpose of this section, "board" means the Washington
14 professional educator standards board.

15 **Sec. 14.** RCW 28A.410.278 and 2019 c 295 s 304 are each amended
16 to read as follows:

17 (1) After August 31, 2013, candidates for (~~a—residency~~) an
18 initial principal certificate must have demonstrated knowledge of
19 teacher evaluation research and Washington's evaluation requirements
20 and successfully completed opportunities to practice teacher
21 evaluation skills.

22 (2) At a minimum, principal preparation programs must address the
23 following knowledge and skills related to evaluations under RCW
24 28A.405.100:

25 (a) Examination of teacher and principal evaluation criteria, and
26 four-level rating evaluation system, and the preferred instructional
27 and leadership frameworks used to describe the evaluation criteria;

28 (b) Classroom observations;

29 (c) The use of student growth data and multiple measures of
30 performance;

31 (d) Evaluation conferencing;

32 (e) Development of classroom teacher and principal support plans
33 resulting from an evaluation; and

34 (f) Use of an online tool to manage the collection of observation
35 notes, teacher and principal-submitted materials, and other
36 information related to the conduct of the evaluation.

37 **Sec. 15.** RCW 28A.410.290 and 2010 c 235 s 502 are each amended
38 to read as follows:

1 (1) By September 30, 2010, the professional educator standards
2 board shall review and revise teacher and administrator preparation
3 program approval standards and proposal review procedures at the
4 (~~residency~~) initial certificate level to ensure they are rigorous
5 and appropriate standards for an expanded range of potential
6 providers, including community college and nonhigher education
7 providers. All approved providers must adhere to the same standards
8 and comply with the same requirements.

9 (2) Beginning September 30, 2010, the professional educator
10 standards board must accept proposals for community college and
11 nonhigher education providers of educator preparation programs.
12 Proposals must be processed and considered by the board as
13 expeditiously as possible.

14 (3) By September 1, 2011, all professional educator standards
15 board-approved (~~residency~~) initial teacher preparation programs at
16 institutions of higher education as defined in RCW 28B.10.016 not
17 currently a partner in an alternative route program approved by the
18 professional educator standards board must submit to the board a
19 proposal to offer one or more of the alternative route programs that
20 meet the requirements of RCW 28A.660.020 (~~and 28A.660.040~~).

21 **Sec. 16.** RCW 28A.660.005 and 2007 c 396 s 5 are each amended to
22 read as follows:

23 (1) The legislature finds and declares:

24 (a) Teacher qualifications and effectiveness are the most
25 important influences on student learning in schools;

26 (b) Preparation of individuals to become well-qualified,
27 effective teachers must be high quality;

28 (c) Teachers who complete high quality alternative route programs
29 with intensive field-based experience, adequate coursework, and
30 strong mentorship do as well or better than teachers who complete
31 traditional preparation programs;

32 (d) High quality alternative route programs can provide more
33 flexibility and expedience for individuals to transition from their
34 current career to teaching;

35 (e) High quality alternative route programs can help school
36 districts fill subject matter shortage areas and areas with shortages
37 due to geographic location;

1 (f) Regardless of route, all candidates for (~~residency~~) initial
2 teacher certification must meet the high standards required by the
3 state; and

4 (g) Teachers need an adequate background in subject matter
5 content if they are to teach it well, and should hold full,
6 appropriate credentials in those subject areas.

7 (2) The legislature recognizes widespread concerns about the
8 potential for teacher shortages and finds that classified
9 instructional staff in public schools, current certificated staff,
10 and unemployed certificate holders represent a great untapped
11 resource for recruiting more teachers in critical shortage areas.

12 NEW SECTION. **Sec. 17.** Sections 6 through 16 of this act take
13 effect July 1, 2026.

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