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**HOUSE BILL 1139**

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**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By Representative Santos**

Read first time 01/15/19. Referred to Committee on Education.

1 AN ACT Relating to expanding the current and future educator  
2 workforce supply through evidence-based strategies to improve and  
3 incentivize the recruitment and retention of highly effective  
4 educators, especially in high-need subject, grade-level, and  
5 geographic areas, and to establish a cohesive continuum of high  
6 quality professional learning from preparation programs to job  
7 embedded induction, mentoring, collaboration, and other professional  
8 development opportunities; amending RCW 28A.415.370, 28A.660.020,  
9 28A.660.035, 28B.10.033, 28B.76.699, 28A.630.205, 28B.102.020,  
10 28B.102.030, 28B.102.045, 28B.102.090, 28A.660.042, 28A.660.045,  
11 28B.102.055, 28B.102.080, 28B.15.558, 28A.415.265, 28A.405.100, and  
12 41.32.068; reenacting and amending RCW 43.79A.040; adding a new  
13 section to chapter 28A.310 RCW; adding new sections to chapter  
14 28A.630 RCW; adding new sections to chapter 28A.410 RCW; adding a new  
15 section to chapter 28B.76 RCW; adding new sections to chapter 28B.102  
16 RCW; adding a new section to chapter 28A.660 RCW; adding a new  
17 section to chapter 41.35 RCW; creating new sections; recodifying RCW  
18 28A.630.205, 28A.660.042, and 28A.660.045; repealing RCW 28B.102.010,  
19 28B.102.040, 28B.102.050, 28B.102.060, 28A.660.050, and 28A.660.055;  
20 repealing 2016 c 233 s 19 (uncodified); providing expiration dates;  
21 and declaring an emergency.

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

1 NEW SECTION. Sec. 1. FINDINGS—INTENT. (1) The legislature finds  
2 that discrete efforts are being made at state and local levels to  
3 address the educator shortage, but these efforts need to be  
4 streamlined and performed in concert, in order to enhance the effect  
5 of these recruitment and retention strategies.

6 (2) The legislature also reaffirms that excellent, effective  
7 educators and educator leaders are essential to the state's ongoing  
8 efforts to establish a world-class, globally competitive education  
9 system. As acknowledged in Engrossed Substitute House Bill No. 2261  
10 (chapter 548, Laws of 2009), "Teachers, principals, and  
11 administrators must be provided with access to the opportunities they  
12 need to gain the knowledge and skills that will enable them to be  
13 increasingly successful in their classroom and schools. A system that  
14 clearly defines, supports, measures, and recognizes effective  
15 teaching and leadership is one of the most important investments to  
16 be made."

17 (3) Therefore, the legislature intends to seize the challenges  
18 presented by the educator workforce shortage in Washington to build  
19 the capacity of the education system to attract, retain, support, and  
20 sustain successful educators through:

- 21 (a) Intentional recruitment strategies;
- 22 (b) Expanding educator training programs;
- 23 (c) Focused financial incentives, assistance, and supports;
- 24 (d) Responsive and responsible retention strategies; and
- 25 (e) Deeper systems evaluation.

## 26 **PART I**

### 27 **RECRUITMENT—CHARACTERISTICS OF INDIVIDUALS**

28 NEW SECTION. Sec. 101. FINDINGS—INTENT. (1) The legislature  
29 finds that effective educators who share their love of learning  
30 inspire students to enter into the education profession. The  
31 legislature further finds that every category and level of educator  
32 should support and inspire the next generation into careers in  
33 education.

34 (2) The legislature finds that a comprehensive effort is needed  
35 to repair the disjointed system for attracting persons into  
36 certificated educator professions. The legislature acknowledges that  
37 Washington is facing a short-term recruitment problem with the

1 immediate need to fill classroom vacancies, but recognizes that it  
2 must also solve its long-term recruitment problem by creating a  
3 pipeline of interested persons entering into, and remaining in, the  
4 educator workforce.

5 (3) Therefore, the legislature intends to support a multipronged  
6 grow-your-own initiative to develop persons from the community, which  
7 includes programs that target middle and high school students,  
8 paraeducators, military personnel, and career changers who are  
9 subject matter experts, and that supports these persons to become  
10 educators. The initiative includes:

11 (a) Improvements to existing programs and activities, including  
12 the recruiting Washington teachers program, the high school career  
13 and technical education course called careers in education, and the  
14 alternative route teacher certification programs; and

15 (b) Development and implementation of additional programs and  
16 activities, including the coordination of existing resources that  
17 attract persons with needed skills and abilities, improving standards  
18 of practice, and reviewing barriers to recruitment.

#### 19 REGIONAL RECRUITERS

20 NEW SECTION. **Sec. 102.** A new section is added to chapter  
21 28A.310 RCW to read as follows:

22 (1) For the purpose of this section, "educator" means a  
23 paraeducator, teacher, principal, administrator, superintendent,  
24 school counselor, school psychologist, school social worker, school  
25 nurse, school physical therapist, school occupational therapist, or  
26 school speech-language pathologist or audiologist.

27 (2) An educational service district may employ a person whose  
28 duties are to provide to local school districts the following  
29 services related to educator recruitment:

30 (a) Serve as a liaison between local school districts and  
31 educator preparation programs, between their region and other regions  
32 in the state, and between the local school districts and agencies  
33 that may be helpful in educator recruitment efforts, including the  
34 office of the superintendent of public instruction, the Washington  
35 professional educator standards board, the paraeducator board, the  
36 student achievement council, the state board for community and  
37 technical colleges, the state department of veterans affairs, the

1 state military department, and the workforce training and education  
2 coordinating board;

3 (b) Encourage and support local school districts to develop or  
4 expand a recruiting Washington teachers program under RCW  
5 28A.415.370, a career and technical education careers in education  
6 program, or an alternative route teacher certification program under  
7 chapter 28A.660 RCW;

8 (c) Provide outreach to community members who may be interested  
9 in becoming educators, including high school and college students,  
10 subject matter experts, and former military personnel and their  
11 spouses;

12 (d) Support persons interested in becoming educators by providing  
13 resources and assistance with navigating transition points on the  
14 path to a career in education; and

15 (e) Provide resources and technical assistance to local school  
16 districts on best hiring processes and practices.

17 (3) A person employed to provide the services described in  
18 subsection (2) of this section must be reflective of, and have an  
19 understanding of, the local community.

20 (4)(a) The professional educator standards board must administer  
21 the regional educator recruitment program. In administering the  
22 program and providing any associated grants, the office must  
23 prioritize grants to educational service districts whose school  
24 districts have the least access to alternative route teacher  
25 certification programs under chapter 28A.660 RCW.

26 (b) Beginning September 1, 2019, the educational service  
27 districts in the program must employ a person with the duties and  
28 characteristics specified in subsections (2) and (3) of this section.  
29 The educational service districts in the program must collaborate  
30 with the office of the superintendent of public instruction and the  
31 Washington association of educational service districts to prepare  
32 the report required in (c) of this subsection.

33 (c) By December 1, 2021, and in compliance with RCW 43.01.036,  
34 the office of the superintendent of public instruction, in  
35 collaboration with the Washington association of educational service  
36 districts, must evaluate the program and submit a report to the  
37 appropriate committees of the legislature. At a minimum, the report  
38 must: Summarize the activities of the educational service districts  
39 in the program with regard to educator recruitment, including the  
40 activities described in subsection (2) of this section, in comparison

1 to the educator recruitment activities of the educational service  
2 districts not participating in the program; include any relevant  
3 outcome data that is available; and recommend whether the program  
4 should be modified, expanded to all educational service districts, or  
5 discontinued.

6 **STUDENTS**

7 **Sec. 103.** RCW 28A.415.370 and 2007 c 402 s 10 are each amended  
8 to read as follows:

9 HIGH SCHOOL STUDENTS—THROUGH THE RECRUITING WASHINGTON TEACHERS  
10 PROGRAM. (1)(a) The recruiting Washington teachers program is  
11 established to recruit and provide training and support for high  
12 school students to enter the ~~((teaching profession))~~ field of  
13 education, especially in ~~((teacher))~~ shortage areas ~~((and among~~  
14 ~~underrepresented groups and multilingual, multicultural students))~~.  
15 The program shall be administered by the Washington professional  
16 educator standards board.

17 (b) As used in this section, "shortage area" has the definition  
18 in RCW 28B.102.020.

19 (2) The program shall consist of the following components:

20 (a) Targeted recruitment of diverse high school students~~((r))~~  
21 including, but not limited to, students from underrepresented groups  
22 and multilingual, multicultural students in grades nine through  
23 twelve, through outreach and communication strategies. The focus of  
24 recruitment efforts shall be on encouraging students to consider and  
25 explore ~~((becoming future teachers in mathematics, science, bilingual~~  
26 ~~education, special education, and English as a second language.~~  
27 ~~Program enrollment is not limited to students from underrepresented~~  
28 ~~groups or multilingual, multicultural students))~~ careers in the field  
29 of education;

30 (b) A high school curriculum that: Provides future ~~((teachers))~~  
31 educators with opportunities to observe classroom instruction at all  
32 grade levels; includes preteaching internships at all grade levels  
33 with a focus on shortage areas; and covers such topics as lesson  
34 planning, learning styles, student learning data and information,  
35 ~~((the achievement gap))~~ academic disparities among student subgroups,  
36 cultural competency, college success and workforce skills, and  
37 education policy;

1 (c) Academic and community support services (~~for students~~) to  
2 help (~~them~~) students overcome possible barriers to becoming future  
3 (~~teachers~~) educators, such as supplemental tutoring; advising on  
4 college readiness and college course selection, college applications,  
5 and financial aid processes and financial education opportunities;  
6 and mentoring. Support services for program participants may continue  
7 from high school through the first two years of college; and

8 (d) Future (~~teacher~~) educator camps held on college campuses  
9 where high school students can: Acclimate to the campus, resources,  
10 and culture; attend workshops; and interact with college faculty,  
11 teacher candidates, and (~~current~~) certificated teachers.

12 (3) As part of its administration of the program, the Washington  
13 professional educator standards board shall:

14 (a) Develop the curriculum and program guidelines in consultation  
15 with an advisory group of teachers, representatives of teacher  
16 preparation programs, teacher candidates, high school students, and  
17 representatives of diverse communities;

18 (~~Subject to funds appropriated for this purpose,~~) Allocate  
19 grant funds through a competitive process to partnerships of high  
20 schools, teacher preparation programs, and community-based  
21 organizations to design and deliver programs that include the  
22 components under subsection (2) of this section. The board must  
23 prioritize grants to partnerships that also have a running start  
24 program under chapter 28A.600 RCW; and

25 (c) Conduct (~~an~~) periodic evaluations of the effectiveness of  
26 current strategies and programs for recruiting (~~teachers~~)  
27 educators, especially multilingual, multicultural (~~teachers~~)  
28 educators, in Washington and in other states. The board shall use the  
29 findings from the evaluation to revise the recruiting Washington  
30 teachers program as necessary and make other recommendations to  
31 teacher preparation programs or the legislature.

## 32 CAREER CHANGERS

33 **Sec. 104.** RCW 28A.660.020 and 2017 c 14 s 1 are each amended to  
34 read as follows:

35 SUBJECT MATTER EXPERTS—THROUGH ALTERNATIVE ROUTES. (1) (~~The~~  
36 ~~professional educator standards board shall transition the~~  
37 ~~alternative route partnership grant program from a separate~~  
38 ~~competitive grant program to a preparation program model to be~~

1 ~~expanded among approved preparation program providers.))~~ (a)  
2 Alternative route(~~s~~) programs are partnerships between Washington  
3 professional educator standards board-approved preparation programs,  
4 Washington school districts, and other partners as appropriate.  
5 Program design of alternative route programs (~~shall continue to~~)  
6 must evolve over time to reflect innovations and improvements in  
7 educator preparation.

8 (b) The Washington professional educator standards board must  
9 construct rules that address the competitive grant process and  
10 program design.

11 (2) As provided in RCW 28A.410.210, it is the duty of the  
12 Washington professional educator standards board to establish  
13 policies for the approval of nontraditional preparation programs and  
14 to provide oversight and accountability related to the quality of  
15 these programs. In establishing and amending rules for alternative  
16 route programs, the Washington professional educator standards board  
17 shall:

18 (a) Uphold design criteria for alternative route programs  
19 (~~design~~) that (~~is~~) are innovative and reflect(~~s~~) evidence-based  
20 practice;

21 (b) Ensure that approved partnerships reflect district engagement  
22 in their resident alternative route program as an integral part of  
23 their future workforce development, as well as school and student  
24 learning improvement strategies;

25 (~~Amend or adopt rules issuing preservice residents~~  
26 ~~certification~~) Issue certificates necessary for student teachers to  
27 serve as substitute teachers in classrooms within the residency  
28 school for up to ten days per school year;

29 (~~Continue to~~) Prioritize program designs tailored to the  
30 needs of experienced paraeducators and candidates of high academic  
31 attainment in, or with occupational industry experience relevant to,  
32 the subject area they intend to teach. In doing so the program  
33 designs must take into account school district demand for certain  
34 teacher credentials;

35 (e) Expand access and opportunity for individuals to become  
36 teachers statewide; and

37 (f) Give preference in admissions to applicants for alternative  
38 route programs who are eligible veterans or national guard members  
39 and who meet the entry requirements for the alternative route  
40 program.

1 (3) Beginning December 1, 2017, and by December 1st each odd-  
2 numbered year thereafter, the Washington professional educator  
3 standards board shall report to the education committees of the house  
4 of representatives and the senate the following outcomes as  
5 indicators that alternative route programs are meeting legislative  
6 intent through the regulation and oversight of the Washington  
7 professional educator standards board. In considering administrative  
8 rules for, and reporting outcomes of, alternative route programs, the  
9 Washington professional educator standards board shall examine the  
10 ~~((historical record of the data, reporting on))~~ following data on  
11 alternative route program participants:

12 (a) The number and percentage ~~((of alternative route completers))~~  
13 hired as certificated teachers;

14 (b) The percentage ~~((of alternative route completers))~~ from  
15 underrepresented populations;

16 (c) Three-year and five-year retention rates of ~~((alternative~~  
17 ~~route completers))~~ participants hired as certificated teachers;

18 (d) The average hiring dates ~~((of alternative route completers));~~  
19 and

20 (e) The percentage ~~((of alternative route completers))~~ hired  
21 ~~((in))~~ by districts ~~((where))~~ in which the participants completed  
22 their alternative route programs ~~((was completed)).~~

23 (4) ~~((To the extent funds are appropriated for this purpose,))~~  
24 Alternative route programs may apply for program funds to pay  
25 stipends to trained mentor teachers of interns during the mentored  
26 internship. The per intern amount of mentor stipend provided by state  
27 funds shall not exceed five hundred dollars.

28 **Sec. 105.** RCW 28A.660.035 and 2017 c 14 s 2 are each amended to  
29 read as follows:

30 COMMUNITY MEMBERS—THROUGH ALTERNATIVE ROUTES. The office of the  
31 superintendent of public instruction shall identify school districts  
32 that have the most significant ~~((achievement gaps))~~ academic  
33 disparities among subgroups of students and for large numbers of  
34 those students, and districts that should receive priority for  
35 assistance in advancing cultural competency skills in their  
36 workforce. The Washington professional educator standards board shall  
37 provide assistance to the identified school districts to develop  
38 partnership ~~((grant))~~ programs between the districts and teacher  
39 preparation programs to provide alternative route programs under RCW



1 28A.660.020 and to recruit paraeducators and other (~~individuals~~)  
2 persons in the local community to become (~~certified~~) certificated  
3 as teachers. An alternative route partnership program proposed by an  
4 identified school district shall receive priority eligibility for  
5 partnership grants under RCW 28A.660.020. To the maximum extent  
6 possible, the board shall coordinate the recruiting Washington  
7 teachers program under RCW 28A.415.370 with the alternative route  
8 partnership programs under this section.

9 NEW SECTION. **Sec. 106.** MILITARY PERSONNEL AND THEIR SPOUSES—  
10 REVIEW BARRIERS TO RECRUITMENT. (1) The Washington professional  
11 educator standards board shall convene a work group to examine and  
12 make recommendations on recruitment of military personnel and their  
13 spouses into educator positions within the school districts. For the  
14 purpose of this section, "educator" means a paraeducator, teacher,  
15 principal, administrator, superintendent, school counselor, school  
16 psychologist, school social worker, school nurse, school physical  
17 therapist, school occupational therapist, or school speech-language  
18 pathologist or audiologist.

19 (2) The members of the work group must include representatives  
20 from the office of the superintendent of public instruction, the  
21 state department of veterans affairs, the state military department,  
22 the United States department of defense, educator preparation  
23 programs, and state educator associations, and a superintendent from  
24 a school district in the vicinity of a military installation.

25 (3) The work group must review the barriers that exist to former  
26 military personnel becoming educators in Washington, including  
27 obtaining academic credit for prior learning and financial need.

28 (4) Staff support for the work group must be provided by the  
29 Washington professional educator standards board.

30 (5) By December 1, 2019, and in compliance with RCW 43.01.036,  
31 the work group shall report its findings and recommendations to the  
32 appropriate committees of the legislature.

33 (6) This section expires July 1, 2020.

34 NEW SECTION. **Sec. 107.** A new section is added to chapter  
35 28A.630 RCW to read as follows:

36 EDUCATIONAL SERVICE DISTRICT ALTERNATIVE ROUTE PILOT PROGRAM.  
37 (1)(a) The office of the superintendent of public instruction shall  
38 distribute grants to an educational service district that volunteers

1 to pilot an alternative route teacher certification program, under  
2 chapter 28A.660 RCW. The purpose of the grant is to provide financial  
3 assistance to teacher candidates enrolled in the educational service  
4 district's alternative route teacher certification program with the  
5 intent to pursue an initial teacher certificate. The office must  
6 provide a grant sufficient to provide eight thousand dollars of  
7 financial assistance to thirty teacher candidates in the 2019-20  
8 school year and to forty teacher candidates in the 2020-21 school  
9 year.

10 (b) In piloting the program, the educational service district  
11 must:

12 (i) Engage retired or practicing teachers and administrators who  
13 are knowledgeable and experienced classroom teachers to inform the  
14 development and curriculum of the program;

15 (ii) Provide extended support and mentoring through the first  
16 three years of a teacher's career, using the components of the  
17 beginning educator support team, under RCW 28A.415.265;

18 (iii) Support school districts in developing school staff and  
19 community members to become teachers, so that the district's teachers  
20 better reflect the region's demographics, values, and interests; and

21 (iv) Provide opportunities for classified staff to become  
22 teachers.

23 (2) By November 1, 2024, the volunteer educational service  
24 district must report to the office of the superintendent of public  
25 instruction with the outcomes of the pilot and any recommendations  
26 for implementing alternative route teacher certification programs in  
27 other educational service districts. The report must include the  
28 following data: (a) The number of teacher candidates applying for,  
29 and completing, the alternative route teacher certification program;  
30 (b) the number of program completers who are hired as teachers, both  
31 in the educational service district and elsewhere in the state; and  
32 (c) the retention of teachers in the educational service district  
33 before and after implementation of the pilot. The data must be  
34 disaggregated by race and ethnicity, gender, type of endorsement, and  
35 school. The report must also include feedback from school principals  
36 and teachers in the local school districts on the quality of the  
37 teacher candidates they worked with during the pilot.

38 (3) By December 1, 2024, and in compliance with RCW 43.01.036,  
39 the office of the superintendent of public instruction must submit  
40 the educational service district's report, required under subsection

1 (2) of this section, to the appropriate committees of the  
2 legislature, with recommendations for whether the pilot program  
3 should be expanded, modified, or terminated.

4 (4) This section expires August 1, 2025.

5 **PART II**

6 **FINANCIAL INCENTIVES, ASSISTANCE, AND SUPPORTS**

7 NEW SECTION. **Sec. 201.** FINDINGS—INTENT. (1) The legislature  
8 finds that financial incentives, assistance, and supports are  
9 essential to recruit and retain persons into educator positions  
10 within the public common school system. In order to have the most  
11 impact, these incentives, assistance, and supports must be related  
12 explicitly and directly to the legislature's objectives for  
13 recruiting and retaining an educator workforce that will best serve  
14 diverse student populations, as well as meet the state's short-term  
15 and long-term educator workforce needs.

16 (2) Therefore, the legislature intends to:

17 (a) Promote effective incentives, assistance, and supports;

18 (b) Remove barriers and disincentives; and

19 (c) Enhance and encourage capacity-building for and coordination  
20 between educator preparation programs and the public common school  
21 system, especially in underserved areas.

22 (3) The legislature finds that conditional scholarship and loan  
23 repayment programs are effective tools to attract persons into the  
24 profession of education and to encourage future teachers to seek  
25 certifications in shortage areas. Therefore, the legislature intends  
26 to utilize conditional scholarships to recruit candidates to meet  
27 targeted needs in education and to assist with keeping new educators  
28 in the profession during the early years of their career. The  
29 legislature recognizes that the state need grant does not meet the  
30 needs of many qualified students, so conditional scholarships are  
31 intended to be provided in a "last dollar in" model. The legislature  
32 also intends for loan repayment programs to help retain certificated  
33 educators who are already working in the public common schools.

34 (4) The legislature finds that the location and characteristics  
35 of a student teacher's field placement are strong predictors of where  
36 the teacher takes his or her first job. Therefore, the legislature  
37 intends to encourage the appropriate placement of student teachers,  
38 especially in high-need subject and geographic areas. In addition,

1 the legislature intends to continue providing grants for student  
2 teachers at Title I public common schools.

### 3 FIELD PLACEMENTS

4 **Sec. 202.** RCW 28B.10.033 and 2016 c 233 s 10 are each amended to  
5 read as follows:

6 FIELD PLACEMENT PLANS. (1) ~~((By July 1, 2018,))~~ (a) Each  
7 ~~((institution of higher education with a))~~ Washington professional  
8 educator standards board-approved teacher preparation program,  
9 including an alternative route teacher certification program, must  
10 develop a plan describing how the ~~((institution of higher education))~~  
11 program will partner with school districts in the general geographic  
12 region of the ~~((school, or where its programs are offered,))~~ program  
13 regarding field placement of ~~((resident))~~ student teachers. The plans  
14 must be developed in collaboration with school districts desiring to  
15 partner with the ~~((institutions of higher education))~~ programs, and  
16 may include use of unexpended federal or state funds to support  
17 residencies and mentoring for students who are likely to continue  
18 teaching in the district in which they have a supervised ~~((student~~  
19 ~~teaching residency))~~ field placement.

20 (b) Beginning July 1, 2020, the following goals must be  
21 considered when developing the plans required under this section:

22 (i) Field placement of student teachers should be targeted to  
23 high-need subject areas, including special education and English  
24 learner, and high-need geographic areas, including Title I and rural  
25 schools; and

26 (ii) Student teacher mentors should be highly effective as  
27 evidenced by the mentors having received level 3 or above on both  
28 criteria 3 (recognizing individual student learning needs and  
29 developing strategies to address those needs) and criteria 6 (using  
30 multiple student data elements to modify instruction and improve  
31 student learning) on their most recent comprehensive performance  
32 evaluation under RCW 28A.405.100. Student teacher mentors should also  
33 have received or be concurrently receiving professional development  
34 in mentoring skills.

35 (2) The plans required under subsection (1) of this section must  
36 be submitted to the professional educator standards board and updated  
37 ~~((at least biennially))~~ by July 1st every even-numbered year.

1       (3) The professional educator standards board shall post the  
2 plans and updates required under this section on its web site.

3       NEW SECTION.       **Sec. 203.**       A new section is added to chapter  
4 28A.410 RCW to read as follows:

5       FIELD PLACEMENT PLANS. Each Washington professional educator  
6 standards board-approved teacher preparation program, including an  
7 alternative route teacher certification program, must develop a plan  
8 regarding field placement of student teachers in accordance with RCW  
9 28B.10.033.

10       NEW SECTION.       **Sec. 204.**       A new section is added to chapter  
11 28A.630 RCW to read as follows:

12       FIELD PLACEMENT REPORT. By December 1, 2019, and in compliance  
13 with RCW 43.01.036, the student achievement council, in cooperation  
14 with the professional educator standards board-approved teacher  
15 preparation programs, the Washington state school directors'  
16 association, and the rural education center at Washington State  
17 University, must submit a report to the appropriate committees of the  
18 legislature. The report must include policy recommendations to  
19 encourage or require the professional educator standards board-  
20 approved teacher preparation programs to develop relationships with,  
21 and provide supervisory support for field placements of student  
22 teachers in, school districts that are not in the general geographic  
23 area of an approved teacher preparation program.

24       **Sec. 205.**       RCW 28B.76.699 and 2016 c 233 s 17 are each amended to  
25 read as follows:

26       GRANTS FOR STUDENT TEACHERS AT TITLE I SCHOOLS. (1) (~~Subject to~~  
27 ~~the availability of amounts appropriated for this specific purpose,~~)  
28 The office shall administer a student teaching ((residency)) grant  
29 program to provide additional funds to ((individuals completing))  
30 student ((teaching residencies)) teachers at Title I public common  
31 schools in Washington.

32       (2) To qualify for the grant, recipients must be enrolled in a  
33 Washington professional educator standards board-approved teacher  
34 preparation program, be completing or about to start ((a)) student  
35 teaching ((residency)) at a Title I public common school, and  
36 demonstrate financial need, as defined by the office and consistent

1 with the income criteria required to receive the state need grant  
2 established in chapter 28B.92 RCW or applicable rules.

3 (3)(a) Beginning December 1, 2020, and in compliance with RCW  
4 43.01.036, the office must submit a biennial report to the  
5 appropriate committees of the legislature. The report must provide  
6 the following information:

7 (i) Aggregate data on the number of persons who applied for and  
8 received the grants awarded under this section, including teacher  
9 preparation program type, student teaching school district, and award  
10 amount;

11 (ii) To the maximum extent practicable, aggregate data on where  
12 grant recipients are teaching two years and five years after  
13 obtaining a teacher certificate, and whether grant recipients remain  
14 teaching in Title I public common schools; and

15 (iii) Recommendations for modifying the grant program.

16 (b) The education data center must collaborate with the office to  
17 provide the data needed for the report required under this section.

18 (4) The office shall establish rules for administering the grants  
19 under this section.

## 20 **BASIC SKILLS AND CONTENT TEST ASSISTANCE**

21 **Sec. 206.** RCW 28A.630.205 and 2016 c 233 s 16 are each amended  
22 to read as follows:

23 ~~TEACHER ENDORSEMENT AND CERTIFICATION HELP PROGRAM. (1) ((Subject~~  
24 ~~to the availability of amounts appropriated for this specific~~  
25 ~~purpose,)) The teacher endorsement and certification help ((pilot  
26 ~~project)) program, known as the TEACH ((pilot)) program, is created.~~  
27 ~~((The scale of the TEACH pilot is dependent on the level of funding~~  
28 ~~appropriated.))~~~~

29 (2) The student achievement council, after consultation with the  
30 professional educator standards board, shall have the power and duty  
31 to develop and adopt rules as necessary under chapter 34.05 RCW to  
32 administer the ((pilot project)) program described in this section.  
33 The rules, which must be adopted by ((August)) November 1, ((2016))  
34 2019, must include:

35 (a) A TEACH ((pilot)) grant application process;

36 (b) A financial need verification process;

37 (c) The order of priority in which the applications will be  
38 approved; and

1 (d) A process for disbursing TEACH (~~(pilot)~~) grant awards to  
2 selected applicants.

3 (3) A student seeking a TEACH (~~(pilot)~~) grant to cover the costs  
4 of basic skills and content tests required for initial teacher  
5 certification and endorsement must submit an application to the  
6 student achievement council, following the rules developed under this  
7 section.

8 (4) To qualify for financial assistance, an applicant must meet  
9 the following criteria:

10 (a) Be enrolled in, have applied to, or have completed a  
11 professional educator standards board-approved teacher preparation  
12 program;

13 (b) Demonstrate financial need, as defined by the office of  
14 student financial assistance and consistent with the income criteria  
15 required to receive the state need grant established in chapter  
16 28B.92 RCW or applicable rules;

17 (c) Apply for a TEACH (~~(pilot)~~) grant under this section; and

18 (d) Register for an endorsement competency test in one or more  
19 endorsement shortage areas, where "shortage area" has the definition  
20 in RCW 28B.102.020.

21 (5) Beginning (~~(September)~~) November 1, ((2016)) 2019, the  
22 student achievement council, in collaboration with the professional  
23 educator standards board, shall award a TEACH (~~(pilot)~~) grant to a  
24 student who meets the qualifications listed in this section and in  
25 rules developed under this section. The TEACH (~~(pilot)~~) grant award  
26 must cover the costs of basic skills and content tests required for  
27 initial teacher certification. The council shall prioritize TEACH  
28 (~~(pilot)~~) grant awards first to applicants registered for competency  
29 tests in endorsement shortage areas and second to applicants with  
30 greatest financial need. The council shall scale the number of TEACH  
31 (~~(pilot)~~) grant awards to the amount of funds appropriated for this  
32 purpose.

33 (6) The student achievement council and the professional educator  
34 standards board shall include information about the TEACH (~~(pilot)~~)  
35 program in materials distributed to schools and students.

36 (7) (~~(By)~~) Beginning December (~~((31, 2018))~~) 1, 2020, and by  
37 December 1st each even-numbered year thereafter, in compliance with  
38 RCW 43.01.036, the student achievement council, in collaboration with  
39 the professional educator standards board, shall submit a  
40 (~~(preliminary)~~) report to the appropriate committees of the

1 legislature that details the effectiveness and costs of the ~~((pilot~~  
2 ~~project))~~ program. The ~~((preliminary))~~ report must:

3 (a) Compare the numbers and demographic information of students  
4 taking and passing tests in the endorsement shortage areas before and  
5 after implementation of the ~~((pilot project, and))~~ program;

6 (b) Determine the amount of TEACH ~~((pilot))~~ grants ~~((award~~  
7 ~~financial assistance))~~ awarded each ~~((pilot))~~ year and per student ~~((-~~

8 ~~(8) By December 31, 2020, and in compliance with RCW 43.01.036,~~  
9 ~~the student achievement council, in collaboration with the~~  
10 ~~professional educator standards board, shall submit a final report to~~  
11 ~~the appropriate committees of the legislature that details the~~  
12 ~~effectiveness and costs of the pilot project. In addition to updating~~  
13 ~~the preliminary report, the final report must (a))~~;

14 (c) Compare the numbers and demographic information of students  
15 obtaining teaching certificates with endorsement competencies in the  
16 endorsement shortage areas before and after implementation of the  
17 ~~((pilot project,))~~ program; and

18 ~~((b))~~ (d) Recommend whether the ~~((pilot project))~~ program  
19 should be modified, continued, and expanded.

20 ~~((9) This section expires July 1, 2021.))~~

21 NEW SECTION. Sec. 207. RECODIFICATION. RCW 28A.630.205 is  
22 recodified as a section in chapter 28B.76 RCW.

### 23 **EDUCATOR CONDITIONAL SCHOLARSHIP AND LOAN REPAYMENT PROGRAMS**

24 NEW SECTION. Sec. 208. INTENT. (1) By amending the financial  
25 assistance programs under this chapter, the legislature intends to:

26 (a) Provide assistance to a broad range of educators including,  
27 though not exclusively to, certificated teachers; (b) attract and  
28 retain potential educators, especially to meet areas of educator  
29 shortage; (c) streamline the administration of the programs; and (d)  
30 make the use of state appropriations more flexible.

31 (2) The legislature intends for the student achievement council  
32 to balance the number, the amount, and the type of awards  
33 distributed. When selecting participants and defining the awards, the  
34 student achievement council shall consult with stakeholders to: (a)  
35 Consider the purpose of each financial assistance program; (b)  
36 recognize the total cost of attendance to complete an educator



1 preparation program; and (c) consider the needs of the education  
2 system, including the need for educators in shortage areas.

3 **Sec. 209.** RCW 28B.102.020 and 2012 c 229 s 562 are each amended  
4 to read as follows:

5 DEFINITIONS. Unless the context clearly requires otherwise, the  
6 definitions in this section apply throughout this chapter.

7 (1) "Approved education program" means an education program in  
8 ~~((the state of Washington for knowledge and skills generally learned~~  
9 ~~in preschool through twelfth grade. Approved education programs may~~  
10 ~~include but are not limited to:~~

11 ~~(a) K-12 schools under Title 28A RCW; or~~

12 ~~(b) Other K-12 educational sites in the state of Washington as~~  
13 ~~designated by the student achievement council)) a common school as~~  
14 ~~defined in RCW 28A.150.020.~~

15 (2) "Certificate" or "certificated" does not include a limited or  
16 conditioned certificate.

17 (3) "Certificated employee" has the definition in RCW  
18 28A.150.203. "Certificated employee" does not include a paraeducator.

19 (4) "Conditional scholarship" means a loan that is forgiven in  
20 whole or in part ~~((if the recipient renders))~~ in exchange for service  
21 ~~as a ((teacher))~~ certificated employee in an approved education  
22 program ~~((in this state)).~~

23 ~~((3) "Eligible student" means a student who is registered for at~~  
24 ~~least six credit hours or the equivalent, demonstrates high academic~~  
25 ~~achievement, is a resident student as defined by RCW 28B.15.012 and~~  
26 ~~28B.15.013, and has a declared intention to complete an approved~~  
27 ~~preparation program leading to initial teacher certification or~~  
28 ~~required for earning an additional endorsement, and commits to~~  
29 ~~teaching service in the state of Washington.~~

30 (4) ~~"Equalization fee" means the additional amount added to the~~  
31 ~~principal of a loan under this chapter to equate the debt to that~~  
32 ~~which the student would have incurred if the loan had been received~~  
33 ~~through the federal subsidized Stafford student loan program.))~~

34 (5) "Eligible veteran or national guard member" means a  
35 Washington domiciliary who was an active or reserve member of the  
36 United States military or naval forces, or a national guard member  
37 called to active duty, who served in active federal service, under  
38 either Title 10 or Title 32 of the United States Code, in a war or  
39 conflict fought on foreign soil or in international waters or in

1 another location in support of those serving on foreign soil or in  
2 international waters, and if discharged from service, has received an  
3 honorable discharge.

4 (6) "Forgiven" or "to forgive" or "forgiveness" means ((to  
5 render)) that all or part of a loan is canceled in exchange for  
6 service as a ((teacher)) certificated employee in an approved  
7 education program ((in the state of Washington in lieu of monetary  
8 repayment)).

9 ((+6)) (7) "Institution of higher education" or "institution"  
10 means a college or university in the state of Washington that is  
11 accredited by an accrediting association recognized as such by rule  
12 of the student achievement council.

13 ((+7)) (8) "Loan repayment" means a federal student loan that is  
14 repaid in whole or in part if the ((recipient renders service))  
15 borrower serves as a ((teacher)) certificated employee in an approved  
16 education program ((in Washington state)).

17 ((+8)) (9) "Office" means the office of student financial  
18 assistance.

19 ((+9)) (10) "Participant" means ((an eligible student)) a person  
20 who has received a conditional scholarship or loan repayment under  
21 this chapter.

22 ((+10)) (11) "Public school" ((means an elementary school, a  
23 middle school, junior high school, or high school within the public  
24 school system referred to in Article IX of the state Constitution))  
25 has the same meaning as in RCW 28A.150.010.

26 ((+11) "Satisfied" means paid-in-full.

27 (-12) "Teacher)) (12) "Shortage area" means ((a shortage of  
28 elementary or secondary school teachers in a specific subject area,  
29 discipline, classification,)) an endorsement or geographic area as  
30 defined by the Washington professional educator standards board, in  
31 consultation with the office of the superintendent of public  
32 instruction, with a shortage of certificated employees. "Shortage  
33 area" must be defined biennially using quantitative and qualitative  
34 measures.

35 **Sec. 210.** RCW 28B.102.030 and 2012 c 229 s 563 are each amended  
36 to read as follows:

37 ADMINISTRATION. ((The future teachers conditional scholarship and  
38 loan repayment program is established. The program shall be  
39 administered by the student achievement council.)) In administering

1 (~~the~~) educator conditional scholarship and loan repayment programs  
2 under this chapter, the student achievement council shall have the  
3 following powers and duties:

4 (1) Select (~~students~~) persons to receive conditional  
5 scholarships or loan repayments;

6 (2) Adopt necessary rules and guidelines;

7 (3) Publicize the programs in collaboration with the office of  
8 the superintendent of public instruction and the Washington  
9 professional educator standards board;

10 (4) Collect and manage repayments from (~~students~~) participants  
11 who do not meet their (~~teaching~~) service obligations under this  
12 chapter; and

13 (5) Solicit and accept grants and donations from public and  
14 private sources for the programs.

15 NEW SECTION. Sec. 211. A new section is added to chapter  
16 28B.102 RCW to read as follows:

17 PARTICIPANT SELECTION. (1) The office shall develop an  
18 application process for each program under this chapter. The office  
19 may use the same application process for more than one program.

20 (2) The office shall consult with a stakeholder group to develop  
21 awarding criteria, consistent with the requirements in this section,  
22 for the selection of eligible participants for each program based on  
23 the minimum qualifications established in this section and any  
24 additional qualifications established in each program description  
25 under this chapter.

26 (3) A person qualifying for a conditional scholarship program  
27 under this chapter, at a minimum, must:

28 (a) Have a financial need, as defined by the office and  
29 consistent with the income criteria required to receive the state  
30 need grant established in chapter 28B.92 RCW or applicable rules; and

31 (b) Commit to serving as a certificated employee in an approved  
32 education program.

33 (4) In selecting eligible participants for conditional  
34 scholarship programs under this chapter, the office must give  
35 priority to persons who are renewing their application in order to  
36 complete a certificated employee preparation program.

37 (5) In selecting eligible participants under this chapter, the  
38 office must consider prioritizing persons who: Meet shortage area  
39 needs; are first generation college students or graduates; are

1 eligible veteran or national guard members; have characteristics that  
2 are underrepresented among certificated employees; or have classroom-  
3 based experience.

4 **Sec. 212.** RCW 28B.102.045 and 2004 c 58 s 5 are each amended to  
5 read as follows:

6 CONDITION FOR CONTINUED PARTICIPATION—SATISFACTORY PROGRESS. To  
7 receive additional disbursements under ~~((the))~~ a conditional  
8 scholarship program ~~((under))~~ authorized by this chapter, a  
9 participant must be considered by his or her institution of higher  
10 education to be in a satisfactory progress condition.

11 NEW SECTION. **Sec. 213.** A new section is added to chapter  
12 28B.102 RCW to read as follows:

13 AWARDS. (1)(a) The office is directed to maximize the impact of  
14 conditional scholarships and loan repayments awarded under this  
15 chapter in light of shortage areas and in response to the trending  
16 financial needs of the applicant pool.

17 (b) In maximizing the impact of the awards, the office may adjust  
18 the number and amounts of the conditional scholarships and loan  
19 repayments made each year. However, the maximum award authorized  
20 under this chapter is eight thousand dollars per person, per academic  
21 year.

22 (2) The allowable uses of a conditional scholarship under this  
23 chapter include: Tuition and fees, transportation and housing costs,  
24 and educational expenses, including books, supplies, equipment, and  
25 technology.

26 (3) The award of a conditional scholarship under this chapter may  
27 not result in reduction of a participant's federal or other state  
28 financial aid.

29 (4) The office must make conditional scholarship and loan  
30 repayment awards from moneys in the educator conditional scholarship  
31 account created in RCW 28B.102.080.

32 **Sec. 214.** RCW 28B.102.090 and 2016 c 233 s 15 are each amended  
33 to read as follows:

34 TEACHER SHORTAGE CONDITIONAL SCHOLARSHIP PROGRAM. (1) ~~((Subject~~  
35 ~~to the availability of amounts appropriated for this specific~~  
36 ~~purpose, the office shall develop and administer))~~ The teacher  
37 shortage conditional ~~((grant program as a subprogram within the~~

1 ~~future teachers conditional scholarship and loan repayment program))~~  
2 scholarship program is created. The purpose of the ((~~teacher shortage~~  
3 ~~conditional grant~~)) program is to provide financial aid to encourage  
4 ((~~individuals~~)) persons to become teachers ((~~by providing financial~~  
5 ~~aid to individuals enrolled in professional educator standards-~~  
6 ~~approved teacher preparation programs~~)) and to retain these teachers  
7 in shortage areas.

8 (2) ((~~The office has the power and duty to develop and adopt~~  
9 ~~rules as necessary under chapter 34.05 RCW to administer the program~~  
10 ~~described in this section.~~

11 (3) ~~As part of the rule-making process under subsection (2) of~~  
12 ~~this section, the office must collaborate with the professional~~  
13 ~~educator standards board, the Washington state school directors'~~  
14 ~~association, and the professional educator standards board-approved~~  
15 ~~teacher preparation programs to develop a framework for the teacher~~  
16 ~~shortage conditional grant program, including eligibility~~  
17 ~~requirements, contractual obligations, conditional grant amounts, and~~  
18 ~~loan repayment requirements.~~

19 (4) (a) ~~In developing the eligibility requirements, the office~~  
20 ~~must consider: Whether the individual has a financial need, is a~~  
21 ~~first-generation college student, or is from a traditionally~~  
22 ~~underrepresented group among teachers in Washington; whether the~~  
23 ~~individual is completing an alternative route teacher certification~~  
24 ~~program; whether the individual plans to obtain an endorsement in a~~  
25 ~~hard-to-fill subject, as defined by the professional educator~~  
26 ~~standards board; the characteristic of any geographic shortage area,~~  
27 ~~as defined by the professional educator standards board, that the~~  
28 ~~individual plans to teach in; and whether a school district has~~  
29 ~~committed to offering the individual employment once the individual~~  
30 ~~obtains a residency teacher certificate.~~

31 (b) ~~In developing the contractual obligations, the office must~~  
32 ~~consider requiring the individual to: Obtain a Washington state~~  
33 ~~residency teacher certificate; teach in a subject or geographic~~  
34 ~~endorsement shortage area, as defined by the professional educator~~  
35 ~~standards board; and commit to teach for five school years in an~~  
36 ~~approved education program with a need for a teacher with such an~~  
37 ~~endorsement at the time of hire.~~

38 (c) ~~In developing the conditional grant award amounts, the office~~  
39 ~~must consider whether the individual is: Enrolled in a public or~~  
40 ~~private institution of higher education, a resident, in a~~

1 baccalaureate or postbaccalaureate program, or in an alternative  
2 route teacher certification program. In addition, the award amounts  
3 must not result in a reduction of the individual's federal or state  
4 grant aid, including Pell grants, state need grants, college bound  
5 scholarships, or opportunity scholarships.

6 ~~(d) In developing the repayment requirements for a conditional  
7 grant that is converted into a loan, the terms and conditions of the  
8 loan must follow the interest rate and repayment terms of the federal  
9 direct subsidized loan program. In addition, the office must consider  
10 the following repayment schedule:~~

11 ~~(i) For less than one school year of teaching completed, the loan  
12 obligation is eighty-five percent of the conditional grant the  
13 student received, plus interest and an equalization fee;~~

14 ~~(ii) For less than two school years of teaching completed, the  
15 loan obligation is seventy percent of the conditional grant the  
16 student received, plus interest and an equalization fee;~~

17 ~~(iii) For less than three school years of teaching completed, the  
18 loan obligation is fifty-five percent of the conditional grant the  
19 student received, plus interest and an equalization fee; and~~

20 ~~(iv) For less than four school years of teaching completed, the  
21 loan obligation is forty percent of the conditional grant the student  
22 received, plus interest and an equalization fee.~~

23 ~~(5) By November 1, 2018, and November 1, 2020, the office shall  
24 submit reports, in accordance with RCW 43.01.036, to the appropriate  
25 committees of the legislature that recommend whether the teacher  
26 shortage conditional grant program under this section should be  
27 continued, modified, or terminated, and that include information  
28 about the recipients of the grants under this program)) To qualify  
29 for the program an applicant must:~~

30 (a) Be accepted into, and maintain enrollment in, a Washington  
31 professional educator standards board-approved teacher preparation  
32 program leading to an initial teacher certificate; and

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

35 (3) Participants are eligible to receive a teacher shortage  
36 conditional scholarship for up to four academic years.

37 NEW SECTION. Sec. 215. A new section is added to chapter  
38 28B.102 RCW to read as follows:

1 ALTERNATIVE ROUTE CONDITIONAL SCHOLARSHIP PROGRAM. (1) The  
2 alternative route conditional scholarship program is created. The  
3 purpose of the program is to provide financial assistance to  
4 encourage persons to become teachers through alternative route  
5 teacher certification programs and to retain these teachers in  
6 shortage areas.

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

8 (a) Be accepted into, and maintain enrollment in, an alternative  
9 route teacher certification program under chapter 28A.660 RCW; and

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

12 (3) Participants are eligible to receive an alternative route  
13 conditional scholarship for up to two academic years.

14 **Sec. 216.** RCW 28A.660.042 and 2017 c 237 s 19 are each amended  
15 to read as follows:

16 PIPELINE FOR PARAEDUCATORS CONDITIONAL SCHOLARSHIP PROGRAM. (1)  
17 The pipeline for paraeducators conditional scholarship program is  
18 created. (~~Participation is limited to paraeducators without a~~  
19 ~~college degree who have at least three years of classroom experience.~~  
20 ~~It is anticipated that candidates enrolled in this program will~~  
21 ~~complete their associate of arts degree at a community and technical~~  
22 ~~college in two years or less and become eligible for an endorsement~~  
23 ~~in a subject matter shortage area, as defined by the professional~~  
24 ~~educator standards board, via route one in the alternative routes to~~  
25 ~~teacher certification program provided in this chapter.)) The purpose  
26 of the program is to support paraeducators who wish to become  
27 teachers through alternative route teacher certification programs by  
28 providing financial aid for the completion of an associate of arts  
29 degree.~~

30 (2) (~~Entry requirements for candidates include~~) To qualify for  
31 the program an applicant must:

32 (a) Not have earned a college degree;

33 (b) Provide documentation from his or her school district or  
34 building ((validation)) of ((qualifications, including three)) two  
35 years of successful student interaction and leadership as a  
36 classified instructional employee;

37 (c) Intend to pursue an initial teacher certificate with an  
38 endorsement in a shortage area via an alternative route teacher  
39 certification program under chapter 28A.660 RCW; and

1 (d) Be accepted into, and maintain enrollment for no more than  
2 the equivalent of two full-time academic years at, a community and  
3 technical college under RCW 28B.50.020.

4 (3) Participants are eligible to receive a pipeline for  
5 paraeducators conditional scholarship for up to four academic years.

6 **Sec. 217.** RCW 28A.660.045 and 2015 3rd sp.s. c 9 s 1 are each  
7 amended to read as follows:

8 EDUCATOR RETOOLING CONDITIONAL SCHOLARSHIP PROGRAM. (1) The  
9 educator retooling conditional scholarship program is created.  
10 ~~((Participation is limited to current K-12 teachers and individuals~~  
11 ~~having an elementary education certificate but who are not employed~~  
12 ~~in positions requiring an elementary education certificate. It is~~  
13 ~~anticipated that candidates enrolled in this program will complete~~  
14 ~~the requirements for an endorsement in two years or less.~~

15 ~~(2) Entry requirements for candidates include:~~

16 ~~(a) Current K-12 teachers shall pursue an endorsement in a~~  
17 ~~subject or geographic endorsement shortage area, as defined by the~~  
18 ~~professional educator standards board, including but not limited to,~~  
19 ~~mathematics, science, special education, bilingual education, English~~  
20 ~~language learner, computer science education, or environmental and~~  
21 ~~sustainability education.~~

22 ~~(b) Individuals having an elementary education certificate but~~  
23 ~~who are not employed in positions requiring an elementary education~~  
24 ~~certificate shall pursue an endorsement in a subject or geographic~~  
25 ~~endorsement shortage area, as defined by the professional educator~~  
26 ~~standards board, including but not limited to, mathematics, science,~~  
27 ~~special education, bilingual education, English language learner,~~  
28 ~~computer science education, or environmental and sustainability~~  
29 ~~education.)) The purpose of the program is to increase the number of~~  
30 public school teachers with endorsements in shortage areas.

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

32 (a) Hold a current Washington teacher certificate or an expired  
33 Washington teacher certificate issued after 2005;

34 (b) Pursue an additional endorsement in a shortage area; and

35 (c) Use one of the Washington professional educator standards  
36 board's pathways to complete the additional endorsement requirements  
37 in the equivalent of one full-time academic year.

38 (3) Participants are eligible to receive an educator retooling  
39 conditional scholarship for up to two academic years.



1        NEW SECTION.        **Sec. 218.**        A new section is added to chapter  
2 28B.102 RCW to read as follows:

3        CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.

4        (1) The career and technical education conditional scholarship  
5 program is created. The purpose of the program is to provide  
6 financial aid for nonteachers and teachers to obtain necessary  
7 certificates and endorsements through any approved route to become  
8 career and technical education teachers.

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

10        (a) Accepted into, and maintain enrollment in, a Washington  
11 professional educator standards board-approved teacher preparation  
12 program; and

13        (b) Pursuing the necessary certificates and endorsements to teach  
14 career and technical education courses.

15        (3) The office must give priority to applicants who:

16        (a) Possess a professional license and occupational industry  
17 experience applicable to the career and technical education  
18 endorsement being pursued;

19        (b) Are accepted into an alternative route teacher certification  
20 program under RCW 28A.660.020; or

21        (c) Intend to teach career and technical education courses that  
22 expose students to industry sectors or occupations in Washington. The  
23 industry sectors or occupations are in high demand as determined by  
24 the Washington professional educator standards board in consultation  
25 with the workforce training and education coordinating board and the  
26 office of the superintendent of public instruction.

27        (4) Participants are eligible to receive a career and technical  
28 education conditional scholarship for up to two academic years.

29        NEW SECTION.        **Sec. 219.**        A new section is added to chapter  
30 28B.102 RCW to read as follows:

31        CONDITIONAL SCHOLARSHIP—FORGIVENESS AND REPAYMENT. (1)(a) A  
32 conditional scholarship awarded under this chapter is forgiven when  
33 the participant fulfills the terms of his or her service obligation.  
34 The office shall develop the service obligation terms for each  
35 conditional scholarship program under this chapter, including that  
36 participants must either:

37        (i) Serve as a certificated employee in an approved education  
38 program for two full-time school years for each year of conditional  
39 scholarship received; or

1 (ii) Serve as a certificated employee in a shortage area in an  
2 approved education program for one full-time school year for each  
3 year of conditional scholarship received.

4 (b) For participants who meet the terms of their service  
5 obligation, the office shall forgive the conditional scholarships  
6 according to the service obligation terms and shall maintain all  
7 necessary records of such forgiveness.

8 (2)(a) Participants who do not fulfill their service obligation  
9 as required under subsection (1) of this section incur an obligation  
10 to repay the conditional scholarship award, with interest and other  
11 fees. The office shall develop repayment terms for each conditional  
12 scholarship program under this chapter, including interest rate,  
13 other fees, minimum payment, and maximum repayment period.

14 (b) The office shall collect repayments from participants who do  
15 not fulfill their service obligation as required under subsection (1)  
16 of this section. Collection and servicing of repayments under this  
17 section must be pursued using the full extent of the law, including  
18 wage garnishment if necessary. The office shall exercise due  
19 diligence in maintaining all necessary records to ensure that maximum  
20 repayments are collected.

21 (3) The office shall establish a process for forgiveness,  
22 deferment, or forbearance for participants who fail to complete their  
23 service obligation due to circumstances beyond the participants'  
24 control, for example certain medical conditions, military deployment,  
25 declassification of a participant's shortage area, or hardship for a  
26 participant to relocate to an approved education program with a  
27 shortage area, provided the participant was serving as a certificated  
28 employee in a shortage area in an approved education program.

29 **Sec. 220.** RCW 28B.102.055 and 2011 1st sp.s. c 11 s 180 are each  
30 amended to read as follows:

31 FEDERAL STUDENT LOAN REPAYMENT IN EXCHANGE FOR TEACHING SERVICE  
32 PROGRAM. (1) Upon documentation of federal student loan indebtedness,  
33 the office may enter into agreements with ~~((participants))~~  
34 certificated teachers to repay all or part of a federal student loan  
35 in exchange for teaching service in a shortage area in an approved  
36 education~~((al))~~ program. ~~((The ratio of loan repayment to years of~~  
37 ~~teaching service for the loan repayment program shall be the same as~~  
38 ~~established for the conditional scholarship program.))~~ Teachers  
39 eligible for loan repayment under this section must hold an

1 endorsement in the content area in which they are assigned to teach  
2 during the period of repayment.

3 (2) The agreement shall specify the period of time it is in  
4 effect and detail the obligations of the office and the participant,  
5 including the amount to be paid to the participant. The ratio of loan  
6 repayment to years of teaching service for the loan repayment program  
7 must be the same as established for the conditional scholarship  
8 programs under section 219 of this act. The agreement ~~((may))~~ must  
9 also specify the ~~((geographic location and subject matter))~~ shortage  
10 area of teaching service for which loan repayment will be provided.

11 (3) At the end of each school year, a participant under this  
12 section shall provide evidence to the office that the requisite  
13 teaching service has been provided. Upon receipt of the evidence, the  
14 office shall pay the participant the agreed-upon amount for one year  
15 of full-time teaching service or a prorated amount for less than  
16 full-time teaching service. To qualify for additional loan  
17 repayments, the participant must be engaged in continuous teaching  
18 service as defined by the office. The office may approve leaves of  
19 absence from continuous service and other deferments as may be  
20 necessary.

21 (4) The office may, at its discretion, arrange to make the loan  
22 repayment directly to the holder of the participant's federal student  
23 loan.

24 (5) The office may not reimburse a participant for loan  
25 repayments made before the participant entered into an agreement with  
26 the office under this section.

27 (6) The office's obligations to a participant under this section  
28 shall cease when:

29 (a) The terms of the agreement have been fulfilled;

30 (b) The participant is assigned to teach in a content area in  
31 which he or she is not endorsed;

32 (c) The participant fails to maintain continuous teaching service  
33 as determined by the office; or

34 ~~((e))~~ (d) All of the participant's federal student loans have  
35 been repaid.

36 ~~((6) The office shall adopt rules governing loan repayments,~~  
37 ~~including approved leaves of absence from continuous teaching service~~  
38 ~~and other deferments as may be necessary.))~~

1        NEW SECTION.        **Sec. 221.**        A new section is added to chapter  
2 28B.102 RCW to read as follows:

3        REPORTS TO THE LEGISLATURE. Beginning November 1, 2020, and by  
4 November 1st each even-numbered year thereafter, the office shall  
5 submit a report, in accordance with RCW 43.01.036, to the appropriate  
6 committees of the legislature recommending whether the educator  
7 conditional scholarship and loan repayment programs under this  
8 chapter should be continued, modified, or terminated. The report must  
9 include information about the number of applicants for, and  
10 participants in, each program. To the extent possible, this  
11 information should be disaggregated by age, gender, race and  
12 ethnicity, family income, and unmet financial need. The report must  
13 include information about participant deferments and repayments. The  
14 report must also include information on moneys received by and  
15 disbursed from the educator conditional scholarship account under RCW  
16 28B.102.080 each fiscal year.

17        **Sec. 222.**        RCW 28B.102.080 and 2011 1st sp.s. c 11 s 182 are each  
18 amended to read as follows:

19        CUSTODIAL ACCOUNT.        (1)        The        (~~future—teachers~~)        educator  
20 conditional scholarship account is created in the custody of the  
21 state treasurer. An appropriation is not required for expenditures of  
22 funds from the account. The account is not subject to allotment  
23 procedures under chapter 43.88 RCW except for moneys used for program  
24 administration.

25        (2) The office shall deposit in the account all moneys received  
26 for the (~~future—teachers~~) educator conditional scholarship and loan  
27 repayment (~~(program and for conditional loan)~~) programs under this  
28 chapter (~~(28A.660—RCW)~~). The account shall be self-sustaining and  
29 consist of funds appropriated by the legislature for the (~~future~~  
30 ~~teachers~~) educator conditional scholarship and loan repayment  
31 programs under this chapter, private contributions to the programs,  
32 and receipts from participant repayments from the (~~future—teachers~~  
33 ~~conditional—scholarship— and—loan—repayment~~) programs (~~(,—and~~  
34 ~~conditional—loan—programs—established—under—chapter—28A.660—RCW)~~).  
35 Beginning July 1, 2004, the office shall also deposit into the  
36 account: (a) All funds from the institution of higher education loan  
37 account that are traceable to any conditional scholarship program for  
38 teachers or prospective teachers established by the legislature

1 before June 10, 2004; and (b) all amounts repaid by (~~individuals~~)  
2 participants under any such program.

3 (3) Expenditures from the account may be used (~~solely for~~  
4 ~~conditional loans and loan repayments to participants in the future~~  
5 ~~teachers conditional scholarship and loan repayment program~~  
6 ~~established by this chapter, conditional scholarships for~~  
7 ~~participants in programs established in chapter 28A.660 RCW, and~~  
8 ~~costs associated with program administration by the office~~) only for  
9 the purposes of this chapter.

10 (4) Disbursements from the account may be made only on the  
11 authorization of the office.

12 (~~(5) During the 2009-2011 fiscal biennium, the legislature may~~  
13 ~~transfer from the future teachers conditional scholarship account to~~  
14 ~~the state general fund such amounts as reflect the excess fund~~  
15 ~~balance of the account.~~)

16 **Sec. 223.** RCW 43.79A.040 and 2018 c 260 s 28, 2018 c 258 s 4,  
17 and 2018 c 127 s 6 are each reenacted and amended to read as follows:

18 MANAGEMENT OF TREASURER'S TRUST FUND. (1) Money in the  
19 treasurer's trust fund may be deposited, invested, and reinvested by  
20 the state treasurer in accordance with RCW 43.84.080 in the same  
21 manner and to the same extent as if the money were in the state  
22 treasury, and may be commingled with moneys in the state treasury for  
23 cash management and cash balance purposes.

24 (2) All income received from investment of the treasurer's trust  
25 fund must be set aside in an account in the treasury trust fund to be  
26 known as the investment income account.

27 (3) The investment income account may be utilized for the payment  
28 of purchased banking services on behalf of treasurer's trust funds  
29 including, but not limited to, depository, safekeeping, and  
30 disbursement functions for the state treasurer or affected state  
31 agencies. The investment income account is subject in all respects to  
32 chapter 43.88 RCW, but no appropriation is required for payments to  
33 financial institutions. Payments must occur prior to distribution of  
34 earnings set forth in subsection (4) of this section.

35 (4) (a) Monthly, the state treasurer must distribute the earnings  
36 credited to the investment income account to the state general fund  
37 except under (b), (c), and (d) of this subsection.

38 (b) The following accounts and funds must receive their  
39 proportionate share of earnings based upon each account's or fund's

1 average daily balance for the period: The 24/7 sobriety account, the  
2 Washington promise scholarship account, the Gina Grant Bull memorial  
3 legislative page scholarship account, the Washington advanced college  
4 tuition payment program account, the Washington college savings  
5 program account, the accessible communities account, the Washington  
6 achieving a better life experience program account, the community and  
7 technical college innovation account, the agricultural local fund,  
8 the American Indian scholarship endowment fund, the foster care  
9 scholarship endowment fund, the foster care endowed scholarship trust  
10 fund, the contract harvesting revolving account, the Washington state  
11 combined fund drive account, the commemorative works account, the  
12 county enhanced 911 excise tax account, the toll collection account,  
13 the developmental disabilities endowment trust fund, the energy  
14 account, the fair fund, the family and medical leave insurance  
15 account, the fish and wildlife federal lands revolving account, the  
16 natural resources federal lands revolving account, the food animal  
17 veterinarian conditional scholarship account, the forest health  
18 revolving account, the fruit and vegetable inspection account, the  
19 (~~future—teachers~~) educator conditional scholarship account, the  
20 game farm alternative account, the GET ready for math and science  
21 scholarship account, the Washington global health technologies and  
22 product development account, the grain inspection revolving fund, the  
23 Washington history day account, the industrial insurance rainy day  
24 fund, the juvenile accountability incentive account, the law  
25 enforcement officers' and firefighters' plan 2 expense fund, the  
26 local tourism promotion account, the low-income home rehabilitation  
27 revolving loan program account, the multiagency permitting team  
28 account, the northeast Washington wolf-livestock management account,  
29 the pilotage account, the produce railcar pool account, the regional  
30 transportation investment district account, the rural rehabilitation  
31 account, the Washington sexual assault kit account, the stadium and  
32 exhibition center account, the youth athletic facility account, the  
33 self-insurance revolving fund, the children's trust fund, the  
34 Washington horse racing commission Washington bred owners' bonus fund  
35 and breeder awards account, the Washington horse racing commission  
36 class C purse fund account, the individual development account  
37 program account, the Washington horse racing commission operating  
38 account, the life sciences discovery fund, the Washington state  
39 heritage center account, the reduced cigarette ignition propensity  
40 account, the center for childhood deafness and hearing loss account,

1 the school for the blind account, the Millersylvania park trust fund,  
2 the public employees' and retirees' insurance reserve fund, the  
3 school employees' benefits board insurance reserve fund, (~~{the}~~)  
4 the public employees' and retirees' insurance account, (~~{the}~~) the  
5 school employees' insurance account, and the radiation perpetual  
6 maintenance fund.

7 (c) The following accounts and funds must receive eighty percent  
8 of their proportionate share of earnings based upon each account's or  
9 fund's average daily balance for the period: The advanced right-of-  
10 way revolving fund, the advanced environmental mitigation revolving  
11 account, the federal narcotics asset forfeitures account, the high  
12 occupancy vehicle account, the local rail service assistance account,  
13 and the miscellaneous transportation programs account.

14 (d) Any state agency that has independent authority over accounts  
15 or funds not statutorily required to be held in the custody of the  
16 state treasurer that deposits funds into a fund or account in the  
17 custody of the state treasurer pursuant to an agreement with the  
18 office of the state treasurer shall receive its proportionate share  
19 of earnings based upon each account's or fund's average daily balance  
20 for the period.

21 (5) In conformance with Article II, section 37 of the state  
22 Constitution, no trust accounts or funds shall be allocated earnings  
23 without the specific affirmative directive of this section.

24 NEW SECTION. **Sec. 224.** REPEALERS. The following acts or parts  
25 of acts are each repealed:

26 (1) RCW 28B.102.010 (Intent—Legislative findings) and 2004 c 58 s  
27 1 & 1987 c 437 s 1;

28 (2) RCW 28B.102.040 (Selection of participants—Processes—  
29 Criteria) and 2011 1st sp.s. c 11 s 178, 2008 c 170 s 306, & 2005 c  
30 518 s 918;

31 (3) RCW 28B.102.050 (Award of conditional scholarships and loan  
32 repayments—Amount—Duration) and 2011 1st sp.s. c 11 s 179, 2004 c 58  
33 s 6, & 1987 c 437 s 5;

34 (4) RCW 28B.102.060 (Repayment obligation) and 2011 1st sp.s. c  
35 11 s 181, 2011 c 26 s 4, 2004 c 58 s 7, 1996 c 53 s 2, 1993 c 423 s  
36 1, 1991 c 164 s 6, & 1987 c 437 s 6;

37 (5) RCW 28A.660.050 (Conditional scholarship programs—  
38 Requirements—Recipients) and 2016 c 233 s 14, 2015 3rd sp.s. c 9 s 2,

1 2015 1st sp.s. c 3 s 4, 2012 c 229 s 507, 2011 1st sp.s. c 11 s 134,  
2 & 2010 c 235 s 505; and

3 (6) RCW 28A.660.055 (Eligible veteran or national guard member—  
4 Definition) and 2009 c 192 s 3.

5 NEW SECTION. **Sec. 225.** RECODIFICATION. RCW 28A.660.042 and  
6 28A.660.045 are each recodified as sections in chapter 28B.102 RCW.

7 NEW SECTION. **Sec. 226.** A new section is added to chapter  
8 28A.660 RCW to read as follows:

9 Nothing in sections 208 through 224 of this act modifies or  
10 otherwise affects conditional scholarship or loan repayment  
11 agreements under this chapter or chapter 28B.102 RCW existing before  
12 the effective date of this section.

13 NEW SECTION. **Sec. 227.** A new section is added to chapter  
14 28B.102 RCW to read as follows:

15 Nothing in sections 208 through 224 of this act modifies or  
16 otherwise affects conditional scholarship or loan repayment  
17 agreements under this chapter or chapter 28A.660 RCW existing before  
18 the effective date of this section.

19 **TUITION WAIVERS**

20 **Sec. 228.** RCW 28B.15.558 and 2016 c 233 s 18 are each amended to  
21 read as follows:

22 SPACE AVAILABLE TUITION WAIVERS. (1) The governing boards of the  
23 state universities, the regional universities, The Evergreen State  
24 College, and the community and technical colleges may waive all or a  
25 portion of the tuition and services and activities fees for state  
26 employees as defined under subsection (2) of this section (~~and~~),  
27 teachers(~~(T)~~) and other certificated instructional staff under  
28 subsection (3) of this section, and K-12 classified staff under  
29 subsection (4) of this section. The enrollment of these persons is  
30 pursuant to the following conditions:

31 (a) Such persons shall register for and be enrolled in courses on  
32 a space available basis and no new course sections shall be created  
33 as a result of the registration;

34 (b) Enrollment information on persons registered pursuant to this  
35 section shall be maintained separately from other enrollment



1 information and shall not be included in official enrollment reports,  
2 nor shall such persons be considered in any enrollment statistics  
3 that would affect budgetary determinations; and

4 (c) Persons registering on a space available basis shall be  
5 charged a registration fee of not less than five dollars.

6 (2) For the purposes of this section, "state employees" means  
7 persons employed half-time or more in one or more of the following  
8 employee classifications:

9 (a) Permanent employees in classified service under chapter 41.06  
10 RCW;

11 (b) Permanent employees governed by chapter 41.56 RCW pursuant to  
12 the exercise of the option under RCW 41.56.201;

13 (c) Permanent classified employees and exempt paraprofessional  
14 employees of technical colleges; and

15 (d) Faculty, counselors, librarians, and exempt professional and  
16 administrative employees at institutions of higher education as  
17 defined in RCW 28B.10.016.

18 (3) The waivers available to state employees under this section  
19 shall also be available to teachers and other certificated  
20 instructional staff employed at public common and vocational  
21 schools(~~(, holding or seeking a valid endorsement and assignment in a~~  
22 ~~state-identified shortage area)).~~

23 (4) The waivers available under this section shall also be  
24 available to classified staff employed at ((K-12)) public common  
25 schools, as defined in RCW 28A.150.020, when used for coursework  
26 relevant to the work assignment or coursework that is part of a  
27 teacher preparation program.

28 (5) In awarding waivers, an institution of higher education may  
29 award waivers to eligible persons employed by the institution before  
30 considering waivers for eligible persons who are not employed by the  
31 institution.

32 (6) If an institution of higher education exercises the authority  
33 granted under this section, it shall include all eligible state  
34 employees in the pool of persons eligible to participate in the  
35 program.

36 (7) In establishing eligibility to receive waivers, institutions  
37 of higher education may not discriminate between full-time employees  
38 and employees who are employed half-time or more.

39 (8) Each institution of higher education that awards waivers  
40 under this section must report annually to the student achievement

1 council with the number, type, and value of waivers awarded under  
2 this section in the prior academic year, and must compare this  
3 information with other tuition and fee waivers awarded by the  
4 institution.

5 **TEACHER PREPARATION PROGRAM EXPANSION**

6 NEW SECTION. **Sec. 229.** EXPAND ENROLLMENTS IN HIGH-NEED SUBJECTS  
7 AND LOCATIONS. The legislature recognizes the important role of  
8 teacher preparation programs in addressing the shortages in the  
9 educator career continuum. Through the omnibus appropriations act,  
10 the legislature intends to prioritize the expansion of teacher  
11 preparation program enrollments in high-need subjects and high-need  
12 locations within the state, taking into consideration the community  
13 and technical colleges' capacity to contribute to teacher  
14 preparation.

15 **PART III**  
16 **RETENTION STRATEGIES**

17 NEW SECTION. **Sec. 301.** FINDINGS—INTENT. (1) The legislature  
18 finds that the most successful education systems have robust, well-  
19 prepared educators and educator leaders, with ample and relevant  
20 mentoring and professional learning opportunities appropriate to  
21 their roles and career aspirations. Further, the legislature finds  
22 that cultivating a public common school system that focuses on the  
23 growth of educator knowledge, skills, and dispositions to help  
24 students perform at high levels not only supports better professional  
25 practice, but results in greater professional satisfaction for  
26 educators.

27 (2) The legislature finds that excessively rigid policies have  
28 had the unintended consequence of preventing qualified and effective  
29 educators from remaining in the common schools. Barriers to educator  
30 retention, such as lack of induction and mentoring for beginning  
31 educators, a complicated and burdensome certification system, and  
32 frequent comprehensive performance evaluation requirements must be  
33 addressed. The legislature acknowledges that a substantial step  
34 towards reducing the barriers of complicated and burdensome  
35 certification requirements was taken in chapter 26, Laws of 2017 by  
36 creating a flexible option for renewing teacher and administrator

1 certificates. However, continued legislative review and refinement of  
2 the link between certification programs, effective pedagogy, and  
3 professional satisfaction is necessary to strengthen educator  
4 retention efforts.

5 (3) Further efforts can also focus on the improvement of working  
6 conditions within schools and school districts. The legislature  
7 acknowledges that the demands on educators must be balanced with an  
8 encouragement of their excitement for the profession. The legislature  
9 intends to expand upon successful educator induction and mentoring  
10 programs such as the beginning educator support team program, and to  
11 streamline the teacher and principal evaluation program requirements  
12 for the highest performing educators.

### 13 BEGINNING EDUCATOR SUPPORT

14 **Sec. 302.** RCW 28A.415.265 and 2016 c 233 s 11 are each amended  
15 to read as follows:

16 (1) For the purposes of this section, a mentor educator is (~~an~~  
17 ~~educator~~) a teacher or principal who: Has (achieved appropriate)  
18 successfully completed training in assisting, coaching, and advising  
19 beginning principals, beginning teachers, or student (~~teaching~~  
20 ~~residents~~) teachers as defined by the office of the superintendent  
21 of public instruction (~~, such as national board certification or~~  
22 ~~other specialized training~~); has been selected using mentor  
23 standards developed by the office of the superintendent of public  
24 instruction; and is participating in ongoing mentor skills  
25 professional development.

26 (2) (a) The beginning educator support team program is established  
27 to provide professional development and (~~mentor support~~) mentoring  
28 for beginning (~~educators~~) principals, beginning teachers, and  
29 candidates in alternative route teacher certification programs under  
30 chapter 28A.660 RCW (~~28A.660.040, and educators on probation under~~  
31 ~~RCW 28A.405.100, to be composed of the beginning educator support~~  
32 ~~team for beginning educators and continuous improvement coaching for~~  
33 ~~educators on probation, as provided in this section).~~

34 (b) The superintendent of public instruction shall notify school  
35 districts about the beginning educator support team program and  
36 encourage districts to apply for program funds.

37 (3) (~~Subject to the availability of amounts appropriated for~~  
38 ~~this specific purpose,~~) The office of the superintendent of public

1 instruction shall allocate funds for the beginning educator support  
2 team program on a competitive basis to individual school districts or  
3 consortia of districts. School districts are encouraged to include  
4 educational service districts in creating regional consortia. In  
5 allocating funds, the office of the superintendent of public  
6 instruction shall give priority to:

7 (a) ~~((School districts with low-performing schools identified~~  
8 ~~under RCW 28A.657.020 as being challenged schools in need of~~  
9 ~~improvement; and)) Schools and districts identified for comprehensive  
10 or targeted support and improvement as required under the federal  
11 elementary and secondary education act;~~

12 (b) School districts with a large influx of beginning principals  
13 or beginning classroom teachers; and

14 (c) School districts that demonstrate an understanding of the  
15 research-based standards for beginning educator induction developed  
16 by the office of the superintendent of public instruction.

17 (4) A portion of the appropriated funds may be used for program  
18 coordination and provision of statewide or regional professional  
19 development through the office of the superintendent of public  
20 instruction.

21 (5) A beginning educator support team program must include the  
22 following components:

23 (a) A paid instructional orientation or individualized assistance  
24 before the start of the school year for ~~((beginning educators))~~  
25 program participants;

26 (b) ~~((Assignment of))~~ A trained and qualified mentor assigned to  
27 each program participant for ~~((the first))~~ up to three years ~~((for~~  
28 ~~beginning educators)),~~ with intensive support in the first year and  
29 decreasing support ~~((over the following))~~ in subsequent years  
30 ~~((depending on the needs of the beginning educator));~~

31 (c) A goal to provide ~~((beginning teachers))~~ program participants  
32 from underrepresented populations with a mentor who has strong ties  
33 to underrepresented populations;

34 (d) Ongoing professional development ~~((for beginning educators~~  
35 ~~that is))~~ designed to meet ~~((their))~~ the unique needs of each program  
36 participant for supplemental training and skill development;

37 (e) Initial and ongoing professional development for mentors;

38 (f) Release time for mentors and ~~((their designated educators))~~  
39 program participants to work together, as well as time for

1 ((educators)) program participants to observe accomplished peers;  
2 ((and))

3 (g) To the extent possible, a school or classroom assignment that  
4 is appropriate for a beginning principal or beginning teacher;

5 (h) Nonevaluative observations with written feedback for program  
6 participants;

7 (i) Support in understanding and participating in the state and  
8 district evaluation process and using the instructional or leadership  
9 framework, or both, to promote growth;

10 (j) Adherence to research-based standards for beginning educator  
11 induction developed by the office of the superintendent of public  
12 instruction; and

13 (k) A program evaluation using a standard evaluation tool or  
14 tools ((provided from)) designed by the office of the superintendent  
15 of public instruction that measures: (i) Increased knowledge, skills,  
16 and positive impact on student learning for program participants; and  
17 (ii) increased retention of program participants.

18 (6) ~~((Subject to the availability of amounts appropriated for~~  
19 ~~this specific purpose,)) The beginning educator support team program  
20 components under subsection ((3)) (5) of this section may be  
21 provided for continuous improvement coaching to support educators on  
22 probation under RCW 28A.405.100.~~

23 **EVALUATIONS**

24 **Sec. 303.** RCW 28A.405.100 and 2012 c 35 s 1 are each amended to  
25 read as follows:

26 (1)(a) Except as provided in subsection (2) of this section, the  
27 superintendent of public instruction shall establish and may amend  
28 from time to time minimum criteria for the evaluation of the  
29 professional performance capabilities and development of certificated  
30 classroom teachers and certificated support personnel. For classroom  
31 teachers the criteria shall be developed in the following categories:  
32 Instructional skill; classroom management, professional preparation  
33 and scholarship; effort toward improvement when needed; the handling  
34 of student discipline and attendant problems; and interest in  
35 teaching pupils and knowledge of subject matter.

36 (b) Every board of directors shall, in accordance with procedure  
37 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and  
38 41.59.920, establish evaluative criteria and procedures for all

1 certificated classroom teachers and certificated support personnel.  
2 The evaluative criteria must contain as a minimum the criteria  
3 established by the superintendent of public instruction pursuant to  
4 this section and must be prepared within six months following  
5 adoption of the superintendent of public instruction's minimum  
6 criteria. The district must certify to the superintendent of public  
7 instruction that evaluative criteria have been so prepared by the  
8 district.

9 (2) (a) (~~Pursuant to the implementation schedule established in~~  
10 ~~subsection (7) (c) of this section,~~) Every board of directors shall,  
11 in accordance with procedures provided in RCW 41.59.010 through  
12 41.59.170, 41.59.910, and 41.59.920, establish (~~revised~~) evaluative  
13 criteria and a four-level rating system for all certificated  
14 classroom teachers.

15 (b) The minimum criteria shall include: (i) Centering instruction  
16 on high expectations for student achievement; (ii) demonstrating  
17 effective teaching practices; (iii) recognizing individual student  
18 learning needs and developing strategies to address those needs; (iv)  
19 providing clear and intentional focus on subject matter content and  
20 curriculum; (v) fostering and managing a safe, positive learning  
21 environment; (vi) using multiple student data elements to modify  
22 instruction and improve student learning; (vii) communicating and  
23 collaborating with parents and the school community; and (viii)  
24 exhibiting collaborative and collegial practices focused on improving  
25 instructional practice and student learning. Student growth data must  
26 be a substantial factor in evaluating the (~~summative~~) performance  
27 of certificated classroom teachers for at least three of the  
28 evaluation criteria listed in this subsection.

29 (c) The four-level rating system used to evaluate the  
30 certificated classroom teacher must describe performance along a  
31 continuum that indicates the extent to which the criteria have been  
32 met or exceeded. The (~~summative~~) performance ratings shall be as  
33 follows: Level 1 - unsatisfactory; level 2 - basic; level 3 -  
34 proficient; and level 4 - distinguished. A classroom teacher shall  
35 receive one of the four (~~summative~~) performance ratings for each of  
36 the minimum criteria in (b) of this subsection and one of the four  
37 (~~summative~~) performance ratings for the evaluation as a whole,  
38 which shall be the comprehensive (~~summative evaluation~~) performance  
39 rating. (~~By December 1, 2012,~~) The superintendent of public  
40 instruction must adopt rules prescribing a common method for

1 calculating the comprehensive (~~summative evaluation~~) performance  
2 rating for each of the preferred instructional frameworks, including  
3 for a focused performance evaluation under subsection (12) of this  
4 section, giving appropriate weight to the indicators evaluated under  
5 each criteria and maximizing rater agreement among the frameworks.

6 (d) (~~By December 1, 2012,~~) The superintendent of public  
7 instruction shall adopt rules that provide descriptors for each of  
8 the (~~summative~~) performance ratings (~~, based on the development~~  
9 ~~work of pilot school districts under subsection (7) of this section.~~  
10 ~~Any subsequent changes to the descriptors by the superintendent may~~  
11 ~~only be~~) with updates to the rules made following consultation with  
12 (~~a group broadly reflective of the parties represented~~) the  
13 steering committee described in subsection (7)(a)(i) of this section.

14 (e) (~~By September 1, 2012,~~) The superintendent of public  
15 instruction shall identify up to three preferred instructional  
16 frameworks that support the (~~revised~~) four-level rating evaluation  
17 system. The instructional frameworks shall be research-based and  
18 establish definitions or rubrics for each of the four (~~summative~~)  
19 performance ratings for each evaluation criteria. Each school  
20 district must adopt one of the preferred instructional frameworks and  
21 post the selection on the district's web site. The superintendent of  
22 public instruction shall establish a process for approving minor  
23 modifications or adaptations to a preferred instructional framework  
24 that may be proposed by a school district.

25 (f) Student growth data that is relevant to the teacher and  
26 subject matter must be a factor in the evaluation process and must be  
27 based on multiple measures that can include classroom-based, school-  
28 based, district-based, and state-based tools. Student growth data  
29 elements may include the teacher's performance as a member of a  
30 grade-level, subject matter, or other instructional team within a  
31 school when the use of this data is relevant and appropriate. Student  
32 growth data elements may also include the teacher's performance as a  
33 member of the overall instructional team of a school when use of this  
34 data is relevant and appropriate. As used in this subsection,  
35 "student growth" means the change in student achievement between two  
36 points in time.

37 (g) Student input may also be included in the evaluation process.

38 (3)(a) Except as provided in subsection (11) of this section, it  
39 shall be the responsibility of a principal or his or her designee to  
40 evaluate all certificated personnel in his or her school. During each

1 school year all classroom teachers and certificated support personnel  
2 shall be observed for the purposes of evaluation at least twice in  
3 the performance of their assigned duties. Total observation time for  
4 each employee for each school year shall be not less than sixty  
5 minutes. An employee in the third year of provisional status as  
6 defined in RCW 28A.405.220 shall be observed at least three times in  
7 the performance of his or her duties and the total observation time  
8 for the school year shall not be less than ninety minutes. Following  
9 each observation, or series of observations, the principal or other  
10 evaluator shall promptly document the results of the observation in  
11 writing, and shall provide the employee with a copy thereof within  
12 three days after such report is prepared. New employees shall be  
13 observed at least once for a total observation time of thirty minutes  
14 during the first ninety calendar days of their employment period.

15 (b) As used in this subsection and subsection (4) of this  
16 section, "employees" means classroom teachers and certificated  
17 support personnel except where otherwise specified.

18 (4) (a) At any time after October 15th, an employee whose work is  
19 not judged satisfactory based on district evaluation criteria shall  
20 be notified in writing of the specific areas of deficiencies along  
21 with a reasonable program for improvement. For classroom teachers who  
22 ~~((have been transitioned to the revised evaluation system pursuant to  
23 the district implementation schedule adopted under subsection (7) (c)  
24 of this section))~~ are required to be on the four-level rating  
25 evaluation system, the following comprehensive ~~((summative  
26 evaluation))~~ performance ratings based on the evaluation criteria in  
27 subsection (2) (b) of this section mean a classroom teacher's work is  
28 not judged satisfactory:

29 (i) Level 1; or

30 (ii) Level 2 if the classroom teacher is a continuing contract  
31 employee under RCW 28A.405.210 with more than five years of teaching  
32 experience and if the level 2 comprehensive ~~((summative evaluation))~~  
33 performance rating has been received for two consecutive years or for  
34 two years within a consecutive three-year time period.

35 (b) During the period of probation, the employee may not be  
36 transferred from the supervision of the original evaluator.  
37 Improvement of performance or probable cause for nonrenewal must  
38 occur and be documented by the original evaluator before any  
39 consideration of a request for transfer or reassignment as  
40 contemplated by either the individual or the school district. A



1 probationary period of sixty school days shall be established. Days  
2 may be added if deemed necessary to complete a program for  
3 improvement and evaluate the probationer's performance, as long as  
4 the probationary period is concluded before May 15th of the same  
5 school year. The probationary period may be extended into the  
6 following school year if the probationer has five or more years of  
7 teaching experience and has a comprehensive (~~summative evaluation~~)  
8 performance rating as of May 15th of less than level 2. The  
9 establishment of a probationary period does not adversely affect the  
10 contract status of an employee within the meaning of RCW 28A.405.300.  
11 The purpose of the probationary period is to give the employee  
12 opportunity to demonstrate improvements in his or her areas of  
13 deficiency. The establishment of the probationary period and the  
14 giving of the notice to the employee of deficiency shall be by the  
15 school district superintendent and need not be submitted to the board  
16 of directors for approval. During the probationary period the  
17 evaluator shall meet with the employee at least twice monthly to  
18 supervise and make a written evaluation of the progress, if any, made  
19 by the employee. The evaluator may authorize one additional  
20 certificated employee to evaluate the probationer and to aid the  
21 employee in improving his or her areas of deficiency. Should the  
22 evaluator not authorize such additional evaluator, the probationer  
23 may request that an additional certificated employee evaluator become  
24 part of the probationary process and this request must be implemented  
25 by including an additional experienced evaluator assigned by the  
26 educational service district in which the school district is located  
27 and selected from a list of evaluation specialists compiled by the  
28 educational service district. Such additional certificated employee  
29 shall be immune from any civil liability that might otherwise be  
30 incurred or imposed with regard to the good faith performance of such  
31 evaluation. If a procedural error occurs in the implementation of a  
32 program for improvement, the error does not invalidate the  
33 probationer's plan for improvement or evaluation activities unless  
34 the error materially affects the effectiveness of the plan or the  
35 ability to evaluate the probationer's performance. The probationer  
36 must be removed from probation if he or she has demonstrated  
37 improvement to the satisfaction of the evaluator in those areas  
38 specifically detailed in his or her initial notice of deficiency and  
39 subsequently detailed in his or her program for improvement. A  
40 classroom teacher who (~~has been transitioned to the revised~~

1 ~~evaluation system pursuant to the district implementation schedule~~  
2 ~~adopted under subsection (7)(c) of this section))~~ is required to be  
3 on the four-level rating evaluation system must be removed from  
4 probation if he or she has demonstrated improvement that results in a  
5 new comprehensive (~~summative evaluation~~) performance rating of  
6 level 2 or above for a provisional employee or a continuing contract  
7 employee with five or fewer years of experience, or of level 3 or  
8 above for a continuing contract employee with more than five years of  
9 experience. Lack of necessary improvement during the established  
10 probationary period, as specifically documented in writing with  
11 notification to the probationer constitutes grounds for a finding of  
12 probable cause under RCW 28A.405.300 or 28A.405.210.

13 (c) When a continuing contract employee with five or more years  
14 of experience receives a comprehensive (~~summative evaluation~~)  
15 performance rating below level 2 for two consecutive years, the  
16 school district shall, within ten days of the completion of the  
17 second (~~summative~~) comprehensive (~~comprehensive summative~~)  
18 performance evaluation or May 15th, whichever occurs first, implement  
19 the employee notification of discharge as provided in RCW  
20 28A.405.300.

21 (d) Immediately following the completion of a probationary period  
22 that does not produce performance changes detailed in the initial  
23 notice of deficiencies and program for improvement, the employee may  
24 be removed from his or her assignment and placed into an alternative  
25 assignment for the remainder of the school year. In the case of a  
26 classroom teacher who (~~has been transitioned to the revised~~  
27 ~~evaluation system pursuant to the district implementation schedule~~  
28 ~~adopted under subsection (7)(c) of this section))~~ is required to be  
29 on the four-level rating evaluation system, the teacher may be  
30 removed from his or her assignment and placed into an alternative  
31 assignment for the remainder of the school year immediately following  
32 the completion of a probationary period that does not result in the  
33 required comprehensive (~~summative evaluation~~) performance ratings  
34 specified in (b) of this subsection. This reassignment may not  
35 displace another employee nor may it adversely affect the  
36 probationary employee's compensation or benefits for the remainder of  
37 the employee's contract year. If such reassignment is not possible,  
38 the district may, at its option, place the employee on paid leave for  
39 the balance of the contract term.

1 (5) Every board of directors shall establish evaluative criteria  
2 and procedures for all superintendents, principals, and other  
3 administrators. It shall be the responsibility of the district  
4 superintendent or his or her designee to evaluate all administrators.  
5 Except as provided in subsection (6) of this section, such evaluation  
6 shall be based on the administrative position job description. Such  
7 criteria, when applicable, shall include at least the following  
8 categories: Knowledge of, experience in, and training in recognizing  
9 good professional performance, capabilities and development; school  
10 administration and management; school finance; professional  
11 preparation and scholarship; effort toward improvement when needed;  
12 interest in pupils, employees, patrons and subjects taught in school;  
13 leadership; and ability and performance of evaluation of school  
14 personnel.

15 (6) (a) (~~Pursuant to the implementation schedule established by~~  
16 ~~subsection (7) (b) of this section,~~) Every board of directors shall  
17 establish (~~revised~~) evaluative criteria and a four-level rating  
18 system for principals.

19 (b) The minimum criteria shall include: (i) Creating a school  
20 culture that promotes the ongoing improvement of learning and  
21 teaching for students and staff; (ii) demonstrating commitment to  
22 closing the achievement gap; (iii) providing for school safety; (iv)  
23 leading the development, implementation, and evaluation of a data-  
24 driven plan for increasing student achievement, including the use of  
25 multiple student data elements; (v) assisting instructional staff  
26 with alignment of curriculum, instruction, and assessment with state  
27 and local district learning goals; (vi) monitoring, assisting, and  
28 evaluating effective instruction and assessment practices; (vii)  
29 managing both staff and fiscal resources to support student  
30 achievement and legal responsibilities; and (viii) partnering with  
31 the school community to promote student learning. Student growth data  
32 must be a substantial factor in evaluating the (~~summative~~)  
33 performance of the principal for at least three of the evaluation  
34 criteria listed in this subsection.

35 (c) The four-level rating system used to evaluate the principal  
36 must describe performance along a continuum that indicates the extent  
37 to which the criteria have been met or exceeded. The (~~summative~~)  
38 performance ratings shall be as follows: Level 1 - unsatisfactory;  
39 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A  
40 principal shall receive one of the four (~~summative~~) performance

1 ratings for each of the minimum criteria in (b) of this subsection  
2 and one of the four summative performance ratings for the evaluation  
3 as a whole, which shall be the comprehensive (~~(summative evaluation)~~)  
4 performance rating.

5 (d) (~~(By December 1, 2012,)~~) The superintendent of public  
6 instruction shall adopt rules that provide descriptors for each of  
7 the (~~(summative)~~) performance ratings, (~~(based on the development~~  
8 ~~work of pilot school districts under subsection (7) of this section.~~  
9 ~~Any subsequent changes to the descriptors by the superintendent may~~  
10 ~~only be~~) with updates to the rules made following consultation with  
11 (~~(a group broadly reflective of the parties represented)~~) the  
12 steering committee described in subsection (7)(a)(i) of this section.

13 (e) (~~(By September 1, 2012,)~~) The superintendent of public  
14 instruction shall identify up to three preferred leadership  
15 frameworks that support the (~~(revised)~~) four-level rating evaluation  
16 system. The leadership frameworks shall be research-based and  
17 establish definitions or rubrics for each of the four performance  
18 ratings for each evaluation criteria. Each school district shall  
19 adopt one of the preferred leadership frameworks and post the  
20 selection on the district's web site. The superintendent of public  
21 instruction shall establish a process for approving minor  
22 modifications or adaptations to a preferred leadership framework that  
23 may be proposed by a school district.

24 (f) Student growth data that is relevant to the principal must be  
25 a factor in the evaluation process and must be based on multiple  
26 measures that can include classroom-based, school-based, district-  
27 based, and state-based tools. As used in this subsection, "student  
28 growth" means the change in student achievement between two points in  
29 time.

30 (g) Input from building staff may also be included in the  
31 evaluation process.

32 (h) (~~(For principals who have been transitioned to the revised~~  
33 ~~evaluation system pursuant to the district implementation schedule~~  
34 ~~adopted under subsection (7)(c) of this section,)~~) The following  
35 comprehensive (~~(summative evaluation)~~) performance ratings mean a  
36 principal's work is not judged satisfactory:

37 (i) Level 1; or

38 (ii) Level 2 if the principal has more than five years of  
39 experience in the principal role and if the level 2 comprehensive  
40 (~~(summative evaluation)~~) performance rating has been received for two

1 consecutive years or for two years within a consecutive three-year  
2 time period.

3 ~~(7) (a) ((The superintendent of public instruction, in  
4 collaboration with state associations representing teachers,  
5 principals, administrators, school board members, and parents, to be  
6 known as the steering committee, shall create models for implementing  
7 the evaluation system criteria, student growth tools, professional  
8 development programs, and evaluator training for certificated  
9 classroom teachers and principals. Human resources specialists,  
10 professional development experts, and assessment experts must also be  
11 consulted. Due to the diversity of teaching assignments and the many  
12 developmental levels of students, classroom teachers and principals  
13 must be prominently represented in this work. The models must be  
14 available for use in the 2011-12 school year.~~

15 ~~(b) A new certificated classroom teacher evaluation system that  
16 implements the provisions of subsection (2) of this section and a new  
17 principal evaluation system that implements the provisions of  
18 subsection (6) of this section shall be phased in beginning with the  
19 2010-11 school year by districts identified in (d) of this subsection  
20 and implemented in all school districts beginning with the 2013-14  
21 school year.~~

22 ~~(c) Each school district board of directors shall adopt a  
23 schedule for implementation of the revised evaluation systems that  
24 transitions a portion of classroom teachers and principals in the  
25 district to the revised evaluation systems each year beginning no  
26 later than the 2013-14 school year, until all classroom teachers and  
27 principals are being evaluated under the revised evaluation systems  
28 no later than the 2015-16 school year. A school district is not  
29 precluded from completing the transition of all classroom teachers  
30 and principals to the revised evaluation systems before the 2015-16  
31 school year. The schedule adopted under this subsection (7)(c) must  
32 provide that the following employees are transitioned to the revised  
33 evaluation systems beginning in the 2013-14 school year:~~

34 ~~(i) Classroom teachers who are provisional employees under RCW  
35 28A.405.220;~~

36 ~~(ii) Classroom teachers who are on probation under subsection (4)  
37 of this section;~~

38 ~~(iii) Principals in the first three consecutive school years of  
39 employment as a principal;~~

1       ~~(iv) Principals whose work is not judged satisfactory in their~~  
2 ~~most recent evaluation; and~~

3       ~~(v) Principals previously employed as a principal by another~~  
4 ~~school district in the state of Washington for three or more~~  
5 ~~consecutive school years and in the first full year as a principal in~~  
6 ~~the school district.~~

7       ~~(d) A set of school districts shall be selected by the~~  
8 ~~superintendent of public instruction to participate in a~~  
9 ~~collaborative process resulting in the development and piloting of~~  
10 ~~new certificated classroom teacher and principal evaluation systems~~  
11 ~~during the 2010-11 and 2011-12 school years. These school districts~~  
12 ~~must be selected based on: (i) The agreement of the local~~  
13 ~~associations representing classroom teachers and principals to~~  
14 ~~collaborate with the district in this developmental work and (ii) the~~  
15 ~~agreement to participate in the full range of development and~~  
16 ~~implementation activities, including: Development of rubrics for the~~  
17 ~~evaluation criteria and ratings in subsections (2) and (6) of this~~  
18 ~~section; identification of or development of appropriate multiple~~  
19 ~~measures of student growth in subsections (2) and (6) of this~~  
20 ~~section; development of appropriate evaluation system forms;~~  
21 ~~participation in professional development for principals and~~  
22 ~~classroom teachers regarding the content of the new evaluation~~  
23 ~~system; participation in evaluator training; and participation in~~  
24 ~~activities to evaluate the effectiveness of the new systems and~~  
25 ~~support programs. The school districts must submit to the office of~~  
26 ~~the superintendent of public instruction data that is used in~~  
27 ~~evaluations and all district-collected student achievement, aptitude,~~  
28 ~~and growth data regardless of whether the data is used in~~  
29 ~~evaluations. If the data is not available electronically, the~~  
30 ~~district may submit it in nonelectronic form. The superintendent of~~  
31 ~~public instruction must analyze the districts' use of student data in~~  
32 ~~evaluations, including examining the extent that student data is not~~  
33 ~~used or is underutilized. The superintendent of public instruction~~  
34 ~~must also consult with participating districts and stakeholders,~~  
35 ~~recommend appropriate changes, and address statewide implementation~~  
36 ~~issues. The superintendent of public instruction shall report~~  
37 ~~evaluation system implementation status, evaluation data, and~~  
38 ~~recommendations to appropriate committees of the legislature and~~  
39 ~~governor by July 1, 2011, and at the conclusion of the development~~  
40 ~~phase by July 1, 2012. In the July 1, 2011, report, the~~

1 superintendent shall include recommendations for whether a single  
2 statewide evaluation model should be adopted, whether modified  
3 versions developed by school districts should be subject to state  
4 approval, and what the criteria would be for determining if a school  
5 district's evaluation model meets or exceeds a statewide model. The  
6 report shall also identify challenges posed by requiring a state  
7 approval process.

8 (e) (i) The steering committee in subsection (7) (a) of this  
9 section and the pilot school districts in subsection (7) (d) of this  
10 section shall continue to examine implementation issues and refine  
11 tools for the new certificated classroom teacher evaluation system in  
12 subsection (2) of this section and the new principal evaluation  
13 system in subsection (6) of this section during the 2013-14 through  
14 2015-16 implementation phase.

15 (ii) Particular attention shall be given to the following issues:

16 (A) Developing a report for the legislature and governor, due by  
17 December 1, 2013, of best practices and recommendations regarding how  
18 teacher and principal evaluations and other appropriate elements  
19 shall inform school district human resource and personnel practices.  
20 The legislature and governor are provided the opportunity to review  
21 the report and recommendations during the 2014 legislative session;

22 (B) Taking the new teacher and principal evaluation systems to  
23 scale and the use of best practices for statewide implementation;

24 (C) Providing guidance regarding the use of student growth data  
25 to assure it is used responsibly and with integrity;

26 (D) Refining evaluation system management tools, professional  
27 development programs, and evaluator training programs with an  
28 emphasis on developing rater reliability;

29 (E) Reviewing emerging research regarding teacher and principal  
30 evaluation systems and the development and implementation of  
31 evaluation systems in other states;

32 (F) Reviewing the impact that variable demographic  
33 characteristics of students and schools have on the objectivity,  
34 reliability, validity, and availability of student growth data; and

35 (G) Developing recommendations regarding how teacher evaluations  
36 could inform state policies regarding the criteria for a teacher to  
37 obtain continuing contract status under RCW 28A.405.210. In  
38 developing these recommendations the experiences of school districts  
39 and teachers during the evaluation transition phase must be

1 considered. Recommendations must be reported by July 1, 2016, to the  
2 legislature and the governor.

3 ~~(iii) To support the tasks in (e)(ii) of this subsection, the~~  
4 ~~superintendent of public instruction may contract with an independent~~  
5 ~~research organization with expertise in educator evaluations and~~  
6 ~~knowledge of the revised evaluation systems being implemented under~~  
7 ~~this section.~~

8 ~~(iv))~~ (i) The following participants must be known as the  
9 steering committee: State associations representing teachers,  
10 principals, administrators, school board members, and parents.

11 (ii) The superintendent of public instruction, in collaboration  
12 with the steering committee, shall periodically examine  
13 implementation issues and refine tools for the teacher and principal  
14 four-level rating evaluation systems.

15 (b) The superintendent of public instruction shall monitor the  
16 statewide implementation of (~~revised~~) teacher and principal four-  
17 level rating evaluation systems using data reported under RCW  
18 28A.150.230 as well as periodic input from focus groups of  
19 administrators, principals, and teachers.

20 ~~((v) The superintendent of public instruction shall submit~~  
21 ~~reports detailing findings, emergent issues or trends,~~  
22 ~~recommendations from the steering committee, and pilot school~~  
23 ~~districts, and other recommendations, to enhance implementation and~~  
24 ~~continuous improvement of the revised evaluation systems to~~  
25 ~~appropriate committees of the legislature and the governor beginning~~  
26 ~~July 1, 2013, and each July 1st thereafter for each year of the~~  
27 ~~school district implementation transition period concluding with a~~  
28 ~~report on December 1, 2016.))~~

29 (8) (a) Beginning with the 2015-16 school year, evaluation results  
30 for certificated classroom teachers and principals must be used as  
31 one of multiple factors in making human resource and personnel  
32 decisions. Human resource decisions include, but are not limited to:  
33 Staff assignment, including the consideration of an agreement to an  
34 assignment by an appropriate teacher, principal, and superintendent;  
35 and reduction in force. Nothing in this section limits the ability to  
36 collectively bargain how the multiple factors shall be used in making  
37 human resource or personnel decisions, with the exception that  
38 evaluation results must be a factor.

39 (b) The office of the superintendent of public instruction must,  
40 in accordance with RCW 43.01.036, report to the legislature and the



1 governor regarding the school district implementation of the  
2 provisions of (a) of this subsection by December 1, 2017.

3 (9) Each certificated classroom teacher and certificated support  
4 personnel shall have the opportunity for confidential conferences  
5 with his or her immediate supervisor on no less than two occasions in  
6 each school year. Such confidential conference shall have as its sole  
7 purpose the aiding of the administrator in his or her assessment of  
8 the employee's professional performance.

9 (10) The failure of any evaluator to evaluate or supervise or  
10 cause the evaluation or supervision of certificated classroom  
11 teachers and certificated support personnel or administrators in  
12 accordance with this section, as now or hereafter amended, when it is  
13 his or her specific assigned or delegated responsibility to do so,  
14 shall be sufficient cause for the nonrenewal of any such evaluator's  
15 contract under RCW 28A.405.210, or the discharge of such evaluator  
16 under RCW 28A.405.300.

17 (11) After a certificated classroom teacher (~~(or)~~) who is not  
18 required to be on the four-level rating evaluation system or a  
19 certificated support personnel has four years of satisfactory  
20 evaluations under subsection (1) of this section, a school district  
21 may use a short form of evaluation, a locally bargained evaluation  
22 emphasizing professional growth, an evaluation under subsection (1)  
23 or (2) of this section, or any combination thereof. The short form of  
24 evaluation shall include either a thirty minute observation during  
25 the school year with a written summary or a final annual written  
26 evaluation based on the criteria in subsection (1) or (2) of this  
27 section and based on at least two observation periods during the  
28 school year totaling at least sixty minutes without a written summary  
29 of such observations being prepared. A locally bargained short-form  
30 evaluation emphasizing professional growth must provide that the  
31 professional growth activity conducted by the certificated classroom  
32 teacher be specifically linked to one or more of the certificated  
33 classroom teacher evaluation criteria. However, the evaluation  
34 process set forth in subsection (1) or (2) of this section shall be  
35 followed at least once every three years unless this time is extended  
36 by a local school district under the bargaining process set forth in  
37 chapter 41.59 RCW. The employee or evaluator may require that the  
38 evaluation process set forth in subsection (1) or (2) of this section  
39 be conducted in any given school year. No evaluation other than the  
40 evaluation authorized under subsection (1) or (2) of this section may

1 be used as a basis for determining that an employee's work is not  
2 satisfactory under subsection (1) or (2) of this section or as  
3 probable cause for the nonrenewal of an employee's contract under RCW  
4 28A.405.210 unless an evaluation process developed under chapter  
5 41.59 RCW determines otherwise. (~~The provisions of this subsection~~  
6 ~~apply to certificated classroom teachers only until the teacher has~~  
7 ~~been transitioned to the revised evaluation system pursuant to the~~  
8 ~~district implementation schedule adopted under subsection (7)(c) of~~  
9 ~~this section.~~)

10 (12) (~~All~~) Certificated classroom teachers and principals who  
11 (~~have been transitioned to the revised evaluation systems pursuant~~  
12 ~~to the district implementation schedule adopted under subsection~~  
13 ~~(7)(c) of this section)~~) are required to be on the four-level rating  
14 evaluation system must receive annual performance evaluations as  
15 provided in this subsection(~~(12)~~) (12).

16 (a) (~~All classroom teachers and principals shall receive a~~  
17 ~~comprehensive summative evaluation at least once every four years.~~)  
18 A comprehensive (~~summative~~) performance evaluation assesses all  
19 eight evaluation criteria and all criteria contribute to the  
20 comprehensive (~~summative evaluation~~) performance rating. Classroom  
21 teachers and principals must receive a comprehensive performance  
22 evaluation according to the schedule specified in (b) of this  
23 subsection.

24 (b) (i) Except as otherwise provided in (b) of this subsection,  
25 classroom teachers and principals must receive a comprehensive  
26 performance evaluation at least once every four years.

27 (~~(b)~~) (ii) The following (~~categories~~) types of classroom  
28 teachers and principals (~~shall~~) must receive an annual  
29 comprehensive (~~summative~~) performance evaluation:

30 (~~(i)~~) (A) A classroom teacher(~~s~~) who (~~are~~) is a provisional  
31 employee(~~s~~) under RCW 28A.405.220;

32 (~~(ii)~~) (B) A principal(~~s~~) in the first three consecutive  
33 school years of employment as a principal;

34 (~~(iii)~~) (C) A principal(~~s~~) previously employed as a principal  
35 by another school district in the state of Washington for three or  
36 more consecutive school years and in the first full year as a  
37 principal in the school district; and

38 (~~(iv)~~) (D) Any classroom teacher or principal who received a  
39 comprehensive (~~summative evaluation~~) performance rating of level 1  
40 or level 2 in the previous school year.

1 (iii) A classroom teacher or principal who received a  
2 comprehensive performance rating of level 3 or above in his or her  
3 previous comprehensive performance evaluation must receive a  
4 comprehensive performance evaluation at least once every six years.

5 (c) (i) In the years when a comprehensive ((~~summative~~))  
6 performance evaluation is not required, classroom teachers and  
7 principals who received a comprehensive ((~~summative—evaluation~~))  
8 performance rating of level 3 or above in ((~~the previous school~~  
9 ~~year~~)) their previous comprehensive performance evaluation are  
10 required to complete a focused performance evaluation. A focused  
11 performance evaluation includes an assessment of one of the eight  
12 criteria selected for a performance rating plus professional growth  
13 activities specifically linked to the selected criteria.

14 (ii) The selected criteria must be approved by the teacher's or  
15 principal's evaluator and may have been identified in a previous  
16 comprehensive ((~~summative~~)) performance evaluation as benefiting from  
17 additional attention. A group of teachers may focus on the same  
18 evaluation criteria and share professional growth activities. A group  
19 of principals may focus on the same evaluation criteria and share  
20 professional growth activities.

21 (iii) The evaluator must assign a ((~~comprehensive—summative~~  
22 ~~evaluation~~)) performance rating for the focused performance  
23 evaluation using the methodology adopted by the superintendent of  
24 public instruction for the instructional or leadership framework  
25 being used.

26 (iv) A teacher or principal may be transferred from a focused  
27 performance evaluation to a comprehensive ((~~summative~~)) performance  
28 evaluation at the request of the teacher or principal, or at the  
29 direction of the teacher's or principal's evaluator.

30 (v) Due to the importance of instructional leadership and  
31 assuring rater agreement among evaluators, particularly those  
32 evaluating teacher performance, school districts are encouraged to  
33 conduct comprehensive ((~~summative~~)) performance evaluations of  
34 principals ((~~performance~~)) on an annual basis.

35 (vi) A classroom teacher or principal may apply the focused  
36 performance evaluation professional growth activities toward the  
37 professional growth plan for professional certificate renewal as  
38 required by the Washington professional educator standards board.

1 (13) Each school district is encouraged to acknowledge and  
2 recognize classroom teachers and principals who have attained level 4  
3 - distinguished performance ratings.

#### 4 **POSTRETIREMENT EMPLOYMENT**

5 **Sec. 304.** RCW 41.32.068 and 2016 c 233 s 7 are each amended to  
6 read as follows:

7 In addition to the postretirement employment options available in  
8 RCW 41.32.802 or 41.32.862, (~~(and only until August 1, 2020,)~~) a  
9 teacher in plan 2 or plan 3 who has retired under the alternate early  
10 retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) may  
11 be employed with an employer for up to eight hundred sixty-seven  
12 hours per calendar year without suspension of his or her benefit,  
13 provided that: (1) The retired teacher reenters employment more than  
14 one calendar month after his or her accrual date and after June 9,  
15 2016; (2) (~~([the retired teacher])~~) the retired teacher is employed  
16 (~~(exclusively as either a substitute teacher as defined in RCW~~  
17 ~~41.32.010(48)(a) in an instructional capacity, as opposed to other~~  
18 ~~capacities identified in RCW 41.32.010(49); and (3) the employing~~  
19 ~~school district compensates the district's substitute teachers at a~~  
20 ~~rate that is at least eighty-five percent of the full daily amount~~  
21 ~~allocated by the state to the district for substitute teacher~~  
22 ~~compensation)) in a nonadministrative capacity.~~

23 NEW SECTION. **Sec. 305.** A new section is added to chapter 41.35  
24 RCW to read as follows:

25 In addition to the postretirement employment options available in  
26 RCW 41.35.060, a retiree in the school employees' retirement system  
27 plan 2 or plan 3 who has retired under the alternate early retirement  
28 provisions of RCW 41.35.420(3)(b) or 41.35.680(3)(b) may be employed  
29 with an employer for up to eight hundred sixty-seven hours per  
30 calendar year without suspension of his or her benefit, provided  
31 that: (1) The retiree reenters employment more than one calendar  
32 month after his or her accrual date; and (2) the retiree is employed  
33 in a nonadministrative position.

34 NEW SECTION. **Sec. 306.** 2016 c 233 s 19 (uncodified) is  
35 repealed.

1 **REPRIMAND EXPUNGEMENT**

2 NEW SECTION. **Sec. 307.** A new section is added to chapter  
3 28A.410 RCW to read as follows:

4 REPRIMAND EXPUNGEMENT PROCESS. (1) The professional educator  
5 standards board, in consultation with the office of the  
6 superintendent of public instruction staff authorized to issue  
7 educator reprimands, shall adopt rules that, at a minimum:

8 (a) Establish a process for an educator to apply for review of a  
9 reprimand, issued in accordance with RCW 28A.410.090, that occurred  
10 no more than five years prior to the application date;

11 (b) Establish a process for review of reprimand expungement  
12 applications, including review of educator certification and  
13 personnel files, by the authority authorized to grant educator  
14 certificates;

15 (c) Define criteria for determining whether a reprimand should be  
16 expunged; and

17 (d) Establish a process for expungement of a reprimand from  
18 records maintained by the professional educator standards board or  
19 the office of the superintendent of public instruction.

20 (2) The authority authorized to grant educator certificates shall  
21 use the processes and criteria adopted in accordance with subsection  
22 (1) of this section to approve or deny reprimand expungement  
23 applications and to expunge educator reprimand records.

24 NEW SECTION. **Sec. 308.** REPRIMAND EXPUNGEMENT REPORT. By  
25 December 1, 2020, and in compliance with RCW 43.01.036, the office of  
26 the superintendent of public instruction and the professional  
27 educator standards board must cooperate to submit a report to the  
28 appropriate committees of the legislature that: Summarizes data on  
29 the number of reprimand expungement applications reviewed and  
30 approved in the prior two years; makes a recommendation on whether  
31 the reprimand expungement process under section 307 of this act  
32 should be expanded to persons with lapsed certificates; and  
33 recommends changes to the statutory requirements of the reprimand  
34 expungement process.

35 **PART IV**  
36 **STRENGTHENING AND SUPPORTING PROFESSIONAL**  
37 **PATHWAYS FOR EDUCATORS—THE COLLABORATIVE**

1        NEW SECTION.    **Sec. 401.**    FINDINGS—INTENT. (1) The legislature  
2 finds that additional time and resources are necessary to establish a  
3 comprehensive and coordinated long-term vision that addresses  
4 Washington's demands for an excellent, effective educator workforce.  
5 The legislature recognizes that such an undertaking requires focused  
6 efforts to develop meaningful policy options to expand the current  
7 and future workforce supply.

8        (2) Therefore, the legislature intends to establish a  
9 professional educator collaborative, including a variety of  
10 stakeholders, to make recommendations on how to improve and  
11 strengthen state policies, programs, and pathways that lead to highly  
12 effective educators at each level of the public common school system.

13        NEW SECTION.    **Sec. 402.**    A new section is added to chapter  
14 28A.410 RCW to read as follows:

15        THE COLLABORATIVE. (1) For the purpose of this section,  
16 "educator" means a paraeducator, teacher, principal, administrator,  
17 superintendent, school counselor, school psychologist, school social  
18 worker, school nurse, school physical therapist, school occupational  
19 therapist, or school speech-language pathologist or audiologist.  
20 "Educator" includes persons who hold, or have held, certificates as  
21 authorized by rule of the Washington professional educator standards  
22 board.

23        (2) (a) The professional educator collaborative is established to  
24 make recommendations on how to improve and strengthen state policies,  
25 programs, and pathways that lead to highly effective educators at  
26 each level of the public school system.

27        (b) The collaborative shall examine issues related to educator  
28 recruitment, certification, retention, professional learning and  
29 development, leadership, and evaluation for effectiveness. The  
30 examination must consider what barriers and deterrents hinder the  
31 recruitment and retention of professional educators, including those  
32 from underrepresented populations. The collaborative shall also  
33 consider what incentives and supports could be provided at each stage  
34 of an educator's career to produce a more effective educational  
35 system. Specifically, the collaborative must review the following  
36 issues:

37        (i) Educator recruitment, including the role of school districts,  
38 community and technical colleges, preparation programs, and

1 communities, and the efficacy of financial incentives and other types  
2 of support on recruitment;

3 (ii) Educator preparation, including traditional and alternative  
4 route program design and content, the role of community and technical  
5 colleges, field experience duration and quality, the efficacy of  
6 financial assistance and incentives on program completion, school  
7 district and community connections, and the need for and efficacy of  
8 academic and social support for students;

9 (iii) Educator certificate types and tiers, including  
10 requirements for an initial or first-tier certificate, requirements  
11 for advanced certificates, and requirements that are transferable  
12 between certificate types;

13 (iv) Educator certificate renewal requirements, including  
14 comparing professional growth plan requirements with the teacher and  
15 principal residency certificate renewal requirements established in  
16 RCW 28A.410.251;

17 (v) Educator evaluation, including comparison to educator  
18 certificate renewal requirements to determine inconsistent or  
19 duplicative requirements or efforts, implementation issues and tool  
20 refinement, and relationship with educator compensation;

21 (vi) Educator certificate reciprocity;

22 (vii) Professional learning and development opportunities,  
23 particularly for mid-career teachers;

24 (viii) Leadership in the education system, including best  
25 practices of high quality leaders, training for principals and  
26 administrators, and identifying and developing teachers as leaders;  
27 and

28 (ix) Systems monitoring, including collection of outcomes data on  
29 educator production, employment, and retention, and the value in a  
30 cost-benefit analysis of state recruitment and retention activities.

31 (3) (a) The members of the collaborative must include  
32 representatives of the following organizations:

33 (i) The two largest caucuses of the senate and the house of  
34 representatives, appointed by the president of the senate and the  
35 speaker of the house of representatives, respectively;

36 (ii) The Washington professional educator standards board;

37 (iii) The office of the superintendent of public instruction;

38 (iv) Washington professional educator standards board-approved  
39 educator preparation programs;

40 (v) The Washington state school directors' association;

- 1 (vi) The Washington education association;  
2 (vii) The Washington association of school administrators;  
3 (viii) The association of Washington school principals; and  
4 (ix) The association of Washington school counselors.

5 (b) Each organization listed in (a) of this subsection must  
6 designate one voting member, except that each legislator is a voting  
7 member.

8 (c) The collaborative shall choose its chair or cochairs from  
9 among its members.

10 (d) The voting members of the collaborative, where appropriate,  
11 may consult with stakeholders, including representatives of other  
12 educator associations, or ask stakeholders to establish an advisory  
13 committee. Members of such an advisory committee are not entitled to  
14 expense reimbursement.

15 (4)(a) Staff support for the collaborative must be provided by  
16 the Washington professional educator standards board, and from other  
17 state agencies, including the office of the superintendent of public  
18 instruction, if requested by the collaborative.

19 (b) The Washington professional educator standards board must  
20 convene the initial meeting of the collaborative within sixty days of  
21 the effective date of this section.

22 (5) The collaborative must contract with a nonprofit, nonpartisan  
23 institute that conducts independent, high quality research to improve  
24 education policy and practice and that works with policymakers,  
25 researchers, educators, and others to advance evidence-based policies  
26 that support equitable learning for each child for the purpose of  
27 consultation and guidance on meeting agendas and materials  
28 development, meeting facilitation, documenting collaborative  
29 discussions and recommendations, locating and summarizing useful  
30 policy and research documents, and drafting required reports.

31 (6) Legislative members of the collaborative are reimbursed for  
32 travel expenses in accordance with RCW 44.04.120. Nonlegislative  
33 members are not entitled to be reimbursed for travel expenses if they  
34 are elected officials or are participating on behalf of an employer,  
35 governmental entity, or other organization. Any reimbursement for  
36 other nonlegislative members is subject to chapter 43.03 RCW.

37 (7)(a) By November 1, 2020, and in compliance with RCW 43.01.036,  
38 the collaborative shall submit a preliminary report to the education  
39 committees of the legislature that makes recommendations on the  
40 educator certificate types, tiers, and renewal issues described in



1 subsection (2) of this section. The report must also describe the  
2 activities of the collaborative to date, and include any preliminary  
3 recommendations agreed to by the collaborative on other issues  
4 described in subsection (2) of this section.

5 (b) By November 1, 2021, and in compliance with RCW 43.01.036,  
6 the collaborative shall submit a final report to the education  
7 committees of the legislature that describes the activities of the  
8 collaborative since the preliminary report and makes recommendations  
9 on each issue described in subsection (2) of this section, including  
10 the fiscal implications of each recommendation at the state and local  
11 level. The report must also describe the expected efficiencies  
12 achieved by implementing the recommended comprehensive and  
13 coordinated system.

14 (8) This section expires July 1, 2022.

15 NEW SECTION. **Sec. 403.** This act is necessary for the immediate  
16 preservation of the public peace, health, or safety, or support of  
17 the state government and its existing public institutions, and takes  
18 effect immediately.

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