
SUBSTITUTE HOUSE BILL 1139

State of Washington**66th Legislature****2019 Regular Session**

By House Education (originally sponsored by Representatives Santos, Dolan, Callan, Pollet, Reeves, and Bergquist)

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.180.120,
9 28A.660.020, 28A.660.035, 28B.10.033, 28B.76.699, 28A.630.205,
10 28B.102.020, 28B.102.030, 28B.102.045, 28B.102.090, 28A.660.042,
11 28A.660.045, 28B.102.055, 28B.102.080, 28B.15.558, 28A.415.265,
12 28A.405.100, 28A.410.278, and 41.32.068; reenacting and amending RCW
13 43.79A.040; adding a new section to chapter 28A.310 RCW; adding new
14 sections to chapter 28A.630 RCW; adding new sections to chapter
15 28A.410 RCW; adding a new section to chapter 28B.10 RCW; adding a new
16 section to chapter 28B.76 RCW; adding new sections to chapter 28B.102
17 RCW; adding a new section to chapter 28A.660 RCW; adding a new
18 section to chapter 41.35 RCW; adding a new section to chapter
19 28A.400; creating new sections; recodifying RCW 28A.630.205,
20 28A.660.042, and 28A.660.045; repealing RCW 28B.102.010, 28B.102.040,
21 28B.102.050, 28B.102.060, 28A.660.050, and 28A.660.055; repealing
22 2016 c 233 s 19 (uncodified); providing expiration dates; and
23 declaring an emergency.

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

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

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

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

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

27 **PART I**
28 **RECRUITMENT—CHARACTERISTICS OF INDIVIDUALS**

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

1 (2) The legislature finds that a comprehensive effort is needed
2 to repair the disjointed system for attracting persons into
3 certificated educator professions. The legislature acknowledges that
4 Washington is facing a short-term recruitment problem with the
5 immediate need to fill classroom vacancies, but recognizes that it
6 must also solve its long-term recruitment problem by creating a
7 pipeline of interested persons entering into, and remaining in, the
8 educator workforce.

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

15 (a) Improvements to existing programs and activities, including
16 the recruiting Washington teachers program, the high school career
17 and technical education course called careers in education, and the
18 alternative route teacher certification programs; and

19 (b) Development and implementation of additional programs and
20 activities, including the coordination of existing resources that
21 attract persons with needed skills and abilities, improving standards
22 of practice, and reviewing barriers to recruitment.

23 REGIONAL RECRUITERS

24 NEW SECTION. **Sec. 102.** A new section is added to chapter
25 28A.310 RCW to read as follows:

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

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

34 (a) Serve as a liaison between local school districts and
35 educator preparation programs, between their region and other regions
36 in the state, and between the local school districts and agencies
37 that may be helpful in educator recruitment efforts, including the
38 office of the superintendent of public instruction, the Washington

1 professional educator standards board, the paraeducator board, the
2 student achievement council, the state board for community and
3 technical colleges, the state department of veterans affairs, the
4 state military department, and the workforce training and education
5 coordinating board;

6 (b) Encourage and support local school districts to develop or
7 expand a recruiting Washington teachers program under RCW
8 28A.415.370, a career and technical education careers in education
9 program, or an alternative route teacher certification program under
10 chapter 28A.660 RCW;

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

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

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

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

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

30 (b) Beginning September 1, 2019, the educational service
31 districts in the program must employ a person with the duties and
32 characteristics specified in subsections (2) and (3) of this section.
33 The educational service districts in the program must collaborate
34 with the Washington professional educator standards board and the
35 Washington association of educational service districts to prepare
36 the report required in (c) of this subsection.

37 (c) By December 1, 2021, and in compliance with RCW 43.01.036,
38 the Washington professional educator standards board, in
39 collaboration with the Washington association of educational service
40 districts, must evaluate the program and submit a report to the

1 appropriate committees of the legislature. At a minimum, the report
2 must: Summarize the activities of the educational service districts
3 in the program with regard to educator recruitment, including the
4 activities described in subsection (2) of this section, in comparison
5 to the educator recruitment activities of the educational service
6 districts not participating in the program; include any relevant
7 outcome data that is available; and recommend whether the program
8 should be modified, expanded to all educational service districts, or
9 discontinued.

10 STUDENTS

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

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

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

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

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

34 (b) A high school curriculum that: Provides future ~~((teachers))~~
35 educators with opportunities to observe classroom instruction at all
36 grade levels; includes preteaching internships at all grade levels
37 with a focus on shortage areas; and covers such topics as lesson
38 planning, learning styles, student learning data and information,

1 ~~((the achievement gap))~~ academic disparities among student subgroups,
2 cultural competency, college success and workforce skills, and
3 education policy;

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

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

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

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

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

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

35 **Sec. 104.** RCW 28A.180.120 and 2017 c 236 s 4 are each amended to
36 read as follows:

37 ~~((In 2017, funds must be appropriated for the purposes in this~~
38 ~~section.))~~

1 (1) The Washington professional educator standards board,
2 beginning in the 2017-2019 biennium, shall administer the bilingual
3 educator initiative, which is a long-term program to recruit,
4 prepare, and mentor bilingual high school students to become future
5 bilingual teachers and counselors.

6 (2) Subject to the availability of amounts appropriated for this
7 specific purpose, pilot projects must be implemented in one or two
8 school districts east of the crest of the Cascade mountains and one
9 or two school districts west of the crest of the Cascade mountains,
10 where immigrant students are shown to be rapidly increasing.
11 Districts selected by the Washington professional educator standards
12 board must partner with at least one two-year and one four-year
13 college in planning and implementing the program. The Washington
14 professional educator standards board shall provide oversight.

15 (3) Participating school districts must implement programs,
16 including: (a) An outreach plan that exposes the program to middle
17 school students and recruits them to enroll in the program when they
18 begin their ninth grade of high school; (b) activities in ninth and
19 tenth grades that help build student agency, such as self-confidence
20 and awareness, while helping students to develop academic mind-sets
21 needed for high school and college success; the value and benefits of
22 teaching and counseling as careers; and introduction to leadership,
23 civic engagement, and community service; (c) credit-bearing curricula
24 in grades eleven and twelve that include mentoring, shadowing, best
25 practices in teaching in a multicultural world, efficacy and practice
26 of dual language instruction, social and emotional learning, enhanced
27 leadership, civic engagement, and community service activities.

28 (4) There must be a pipeline to college using two-year and four-
29 year college faculty and consisting of continuation services for
30 program participants, such as advising, tutoring, mentoring,
31 financial assistance, and leadership.

32 (5) High school and college teachers and counselors must be
33 recruited and compensated to serve as mentors and trainers for
34 participating students.

35 (6) After obtaining a high school diploma, students qualify to
36 receive conditional loans to cover the full cost of college tuition,
37 fees, and books. To qualify for funds, students must meet program
38 requirements as developed by their local implementation team, which
39 consists of staff from their school district and the partnering two-
40 year and four-year college faculty.

1 (7) In order to avoid loan repayment, students must (a) earn
2 their baccalaureate degree and certification needed to serve as a
3 teacher or professional guidance counselor; and (b) teach or serve as
4 a counselor in their educational service district region for at least
5 five years. Students who do not meet the repayment terms in this
6 subsection are subject to repaying all or part of the financial aid
7 they receive for college unless students are recipients of funding
8 provided through programs such as the state need grant program or the
9 college bound scholarship program.

10 (8) Grantees must work with the Washington professional educator
11 standards board to draft the report required in section 6, chapter
12 236, Laws of 2017.

13 (9) The Washington professional educator standards board must use
14 the findings from the evaluation conducted under RCW 28A.415.370 to
15 revise the bilingual educator initiative as necessary.

16 (10) The Washington professional educator standards board may
17 adopt rules to implement this section.

18 CAREER CHANGERS

19 **Sec. 105.** RCW 28A.660.020 and 2017 c 14 s 1 are each amended to
20 read as follows:

21 SUBJECT MATTER EXPERTS—THROUGH ALTERNATIVE ROUTES. (1) ((~~The~~
22 ~~professional educator standards board shall transition the~~
23 ~~alternative route partnership grant program from a separate~~
24 ~~competitive grant program to a preparation program model to be~~
25 ~~expanded among approved preparation program providers.)) (a)
26 Alternative route(~~s~~) programs are partnerships between Washington
27 professional educator standards board-approved preparation programs,
28 Washington school districts, and other partners as appropriate.
29 Program design of alternative route programs ((~~shall continue to~~)
30 must evolve over time to reflect innovations and improvements in
31 educator preparation.~~

32 (b) The Washington professional educator standards board must
33 construct rules that address the competitive grant process and
34 program design.

35 (2) As provided in RCW 28A.410.210, it is the duty of the
36 Washington professional educator standards board to establish
37 policies for the approval of nontraditional preparation programs and
38 to provide oversight and accountability related to the quality of

1 these programs. In establishing and amending rules for alternative
2 route programs, the Washington professional educator standards board
3 shall:

4 (a) Uphold design criteria for alternative route programs
5 (~~design~~) that (~~is~~) are innovative and reflect(~~s~~) evidence-based
6 practice;

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

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

15 (d) (~~Continue to~~) Prioritize program designs tailored to the
16 needs of experienced paraeducators and candidates of high academic
17 attainment in, or with occupational industry experience relevant to,
18 the subject area they intend to teach. In doing so the program
19 designs must take into account school district demand for certain
20 teacher credentials;

21 (e) Expand access and opportunity for individuals to become
22 teachers statewide; and

23 (f) Give preference in admissions to applicants for alternative
24 route programs who are eligible veterans or national guard members
25 and who meet the entry requirements for the alternative route
26 program.

27 (3) Beginning December 1, 2017, and by December 1st each odd-
28 numbered year thereafter, the Washington professional educator
29 standards board shall report to the education committees of the house
30 of representatives and the senate the following outcomes as
31 indicators that alternative route programs are meeting legislative
32 intent through the regulation and oversight of the Washington
33 professional educator standards board. In considering administrative
34 rules for, and reporting outcomes of, alternative route programs, the
35 Washington professional educator standards board shall examine the
36 (~~historical record of the data, reporting on~~) following data on
37 alternative route program participants:

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

1 (b) The percentage (~~(of alternative route completers)~~) from
2 underrepresented populations;

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

5 (d) The average hiring dates (~~(of alternative route completers)~~);
6 and

7 (e) The percentage (~~(of alternative route completers)~~) hired
8 (~~in~~) by districts (where) in which the participants completed
9 their alternative route programs (was completed).

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

15 **Sec. 106.** RCW 28A.660.035 and 2017 c 14 s 2 are each amended to
16 read as follows:

17 COMMUNITY MEMBERS—THROUGH ALTERNATIVE ROUTES. The office of the
18 superintendent of public instruction shall identify school districts
19 that have the most significant (~~(achievement gaps)~~) academic
20 disparities among subgroups of students and for large numbers of
21 those students, and districts that should receive priority for
22 assistance in advancing cultural competency skills in their
23 workforce. The Washington professional educator standards board shall
24 provide assistance to the identified school districts to develop
25 partnership (~~(grant)~~) programs between the districts and teacher
26 preparation programs to provide alternative route programs under RCW
27 28A.660.020 and to recruit paraeducators and other (~~(individuals)~~)
28 persons in the local community to become (~~(certified)~~) certificated
29 as teachers. An alternative route partnership program proposed by an
30 identified school district shall receive priority eligibility for
31 partnership grants under RCW 28A.660.020. To the maximum extent
32 possible, the board shall coordinate the recruiting Washington
33 teachers program under RCW 28A.415.370 with the alternative route
34 partnership programs under this section.

35 NEW SECTION. **Sec. 107.** MILITARY PERSONNEL AND THEIR SPOUSES—
36 REVIEW BARRIERS TO RECRUITMENT. (1) The Washington professional
37 educator standards board shall convene a work group to examine and
38 make recommendations on recruitment of military personnel and their

1 spouses into educator positions within the school districts. For the
2 purpose of this section, "educator" means a paraeducator, teacher,
3 principal, administrator, superintendent, school counselor, school
4 psychologist, school social worker, school nurse, school physical
5 therapist, school occupational therapist, or school speech-language
6 pathologist or audiologist.

7 (2) The members of the work group must include representatives
8 from the office of the superintendent of public instruction, the
9 state department of veterans affairs, the state military department,
10 the United States department of defense, educator preparation
11 programs, and state educator associations, and a superintendent from
12 a school district in the vicinity of a military installation.

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

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

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

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

22 NEW SECTION. **Sec. 108.** A new section is added to chapter
23 28A.630 RCW to read as follows:

24 EDUCATIONAL SERVICE DISTRICT ALTERNATIVE ROUTE PILOT PROGRAM.

25 (1)(a) The Washington professional educator standards board shall
26 distribute grants to an educational service district that volunteers
27 to pilot an alternative route teacher certification program, under
28 chapter 28A.660 RCW. The purpose of the grant is to provide financial
29 assistance to teacher candidates enrolled in the educational service
30 district's alternative route teacher certification program with the
31 intent to pursue an initial teacher certificate. The Washington
32 professional educator standards board must provide a grant sufficient
33 to provide eight thousand dollars of financial assistance to thirty
34 teacher candidates in the 2019-20 school year and to forty teacher
35 candidates in the 2020-21 school year.

36 (b) In piloting the program, the educational service district
37 must:

1 (i) Engage retired or practicing teachers and administrators who
2 are knowledgeable and experienced classroom teachers to inform the
3 development and curriculum of the program;

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

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

10 (iv) Provide opportunities for classified staff to become
11 teachers.

12 (2) By November 1, 2024, the volunteer educational service
13 district must report to the Washington professional educator
14 standards board with the outcomes of the pilot and any
15 recommendations for implementing alternative route teacher
16 certification programs in other educational service districts. The
17 report must include the following data: (a) The number of teacher
18 candidates applying for, and completing, the alternative route
19 teacher certification program; (b) the number of program completers
20 who are hired as teachers, both in the educational service district
21 and elsewhere in the state; and (c) the retention of teachers in the
22 educational service district before and after implementation of the
23 pilot. The data must be disaggregated by race and ethnicity, gender,
24 type of endorsement, and school. The report must also include
25 feedback from school principals and teachers in the local school
26 districts on the quality of the teacher candidates they worked with
27 during the pilot.

28 (3) By December 1, 2024, and in compliance with RCW 43.01.036,
29 the Washington professional educator standards board must submit the
30 educational service district's report, required under subsection (2)
31 of this section, to the appropriate committees of the legislature,
32 with recommendations for whether the pilot program should be
33 expanded, modified, or terminated.

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

35 PART II

36 FINANCIAL INCENTIVES, ASSISTANCE, AND SUPPORTS

37 NEW SECTION. **Sec. 201.** FINDINGS—INTENT. (1) The legislature
38 finds that financial incentives, assistance, and supports are

1 essential to recruit and retain persons into educator positions
2 within the public common school system. In order to have the most
3 impact, these incentives, assistance, and supports must be related
4 explicitly and directly to the legislature's objectives for
5 recruiting and retaining an educator workforce that will best serve
6 diverse student populations, as well as meet the state's short-term
7 and long-term educator workforce needs.

8 (2) Therefore, the legislature intends to:

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

10 (b) Remove barriers and disincentives; and

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

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

26 (4) The legislature finds that the location and characteristics
27 of a student teacher's field placement are strong predictors of where
28 the teacher takes his or her first job. Therefore, the legislature
29 intends to encourage the appropriate placement of student teachers,
30 especially in high-need subject and geographic areas. In addition,
31 the legislature intends to continue providing grants for student
32 teachers at Title I public common schools.

33 **FIELD PLACEMENTS**

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

36 FIELD PLACEMENT PLANS. (1) (~~By July 1, 2018,~~) (a) Each
37 ~~((institution of higher education with a))~~ Washington professional
38 educator standards board-approved teacher preparation program,

1 including an alternative route teacher certification program, must
2 develop a plan describing how the ~~((institution of higher education))~~
3 program will partner with school districts in the general geographic
4 region of the ~~((school, or where its programs are offered,))~~ program
5 regarding field placement of ~~((resident))~~ student teachers. The plans
6 must be developed in collaboration with school districts desiring to
7 partner with the ~~((institutions of higher education))~~ programs, and
8 may include use of unexpended federal or state funds to support
9 residencies and mentoring for students who are likely to continue
10 teaching in the district in which they have a supervised ~~((student~~
11 ~~teaching residency))~~ field placement.

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

14 (i) Field placement of student teachers should be targeted to
15 high-need subject areas, including special education and English
16 learner, and high-need geographic areas, including Title I and rural
17 schools; and

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

27 (2) The plans required under subsection (1) of this section must
28 be submitted to the Washington professional educator standards board
29 and updated ((at least biennially)) by July 1st every even-numbered
30 year.

31 (3) The Washington professional educator standards board shall
32 post the plans and updates required under this section on its web
33 site.

34 NEW SECTION. Sec. 203. A new section is added to chapter
35 28A.410 RCW to read as follows:

36 FIELD PLACEMENT PLANS. Each Washington professional educator
37 standards board-approved teacher preparation program, including an
38 alternative route teacher certification program, must develop a plan

1 regarding field placement of student teachers in accordance with RCW
2 28B.10.033.

3 NEW SECTION. **Sec. 204.** A new section is added to chapter
4 28A.630 RCW to read as follows:

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

17 NEW SECTION. **Sec. 205.** A new section is added to chapter 28B.10
18 RCW to read as follows:

19 REMOTE SUPERVISION TECHNOLOGY. (1) Subject to the availability of
20 amounts appropriated for this specific purpose, Central Washington
21 University shall acquire the necessary audiovisual technology and
22 equipment for university faculty to remotely supervise student
23 teachers in ten schools.

24 (2) A school selected for the purposes of remote supervision of
25 student teachers under this section must be a rural public school
26 that currently is unable to have student teachers from Central
27 Washington University's teacher preparation program due to its
28 geographic location.

29 **Sec. 206.** RCW 28B.76.699 and 2016 c 233 s 17 are each amended to
30 read as follows:

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

1 (2) To qualify for the grant, recipients must be enrolled in a
2 Washington professional educator standards board-approved teacher
3 preparation program, be completing or about to start ((a)) student
4 teaching ((~~residency~~)) at a Title I public common school, and
5 demonstrate financial need, as defined by the office and consistent
6 with the income criteria required to receive the state need grant
7 established in chapter 28B.92 RCW or applicable rules.

8 (3) (a) Beginning December 1, 2020, and in compliance with RCW
9 43.01.036, the office must submit a biennial report to the
10 appropriate committees of the legislature. The report must provide
11 the following information:

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

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

20 (iii) Recommendations for modifying the grant program.

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

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

25 **BASIC SKILLS AND CONTENT TEST ASSISTANCE**

26 **Sec. 207.** RCW 28A.630.205 and 2016 c 233 s 16 are each amended
27 to read as follows:

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

34 (2) The student achievement council, after consultation with the
35 Washington professional educator standards board, shall have the
36 power and duty to develop and adopt rules as necessary under chapter
37 34.05 RCW to administer the ~~((pilot project))~~ program described in

1 this section. The rules, which must be adopted by (~~August~~) November
2 1, (~~2016~~) 2019, must include:

- 3 (a) A TEACH (~~pilot~~) grant application process;
- 4 (b) A financial need verification process;
- 5 (c) The order of priority in which the applications will be
6 approved; and
- 7 (d) A process for disbursing TEACH (~~pilot~~) grant awards to
8 selected applicants.

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

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

16 (a) Be enrolled in, have applied to, or have completed a
17 Washington professional educator standards board-approved teacher
18 preparation program;

19 (b) Demonstrate financial need, as defined by the office of
20 student financial assistance and consistent with the income criteria
21 required to receive the state need grant established in chapter
22 28B.92 RCW or applicable rules;

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

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

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

39 (6) The student achievement council and the Washington
40 professional educator standards board shall include information about

1 the TEACH ((~~pilot~~)) program in materials distributed to schools and
2 students.

3 (7) ((By)) Beginning December ((~~31, 2018~~)) 1, 2020, and by
4 December 1st each even-numbered year thereafter, in compliance with
5 RCW 43.01.036, the student achievement council, in collaboration with
6 the Washington professional educator standards board, shall submit a
7 ((~~preliminary~~)) report to the appropriate committees of the
8 legislature that details the effectiveness and costs of the ((~~pilot~~
9 ~~project~~)) program. The ((~~preliminary~~)) report must:

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

13 (b) Determine the amount of TEACH ((~~pilot~~)) grants ((~~award~~
14 ~~financial assistance~~)) awarded each ((~~pilot~~)) year and per student ((~~-~~
15 ~~(8) By December 31, 2020, and in compliance with RCW 43.01.036,~~
16 ~~the student achievement council, in collaboration with the~~
17 ~~professional educator standards board, shall submit a final report to~~
18 ~~the appropriate committees of the legislature that details the~~
19 ~~effectiveness and costs of the pilot project. In addition to updating~~
20 ~~the preliminary report, the final report must (a))~~);

21 (c) Compare the numbers and demographic information of students
22 obtaining teaching certificates with endorsement competencies in the
23 endorsement shortage areas before and after implementation of the
24 ((~~pilot project,~~)) program; and

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

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

28 NEW SECTION. Sec. 208. RECODIFICATION. RCW 28A.630.205 is
29 recodified as a section in chapter 28B.76 RCW.

30 **EDUCATOR CONDITIONAL SCHOLARSHIP AND LOAN REPAYMENT PROGRAMS**

31 NEW SECTION. Sec. 209. INTENT. (1) By amending the financial
32 assistance programs under this chapter, the legislature intends to:
33 (a) Provide assistance to a broad range of educators including,
34 though not exclusively to, certificated teachers; (b) attract and
35 retain potential educators, especially to meet areas of educator
36 shortage; (c) streamline the administration of the programs; and (d)
37 make the use of state appropriations more flexible.

1 (2) The legislature intends for the student achievement council
2 to balance the number, the amount, and the type of awards
3 distributed. When selecting participants and defining the awards, the
4 student achievement council shall consult with stakeholders to: (a)
5 Consider the purpose of each financial assistance program; (b)
6 recognize the total cost of attendance to complete an educator
7 preparation program; and (c) consider the needs of the education
8 system, including the need for educators in shortage areas.

9 **Sec. 210.** RCW 28B.102.020 and 2012 c 229 s 562 are each amended
10 to read as follows:

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

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

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

18 ~~(b) Other K-12 educational sites in the state of Washington as~~
19 ~~designated by the student achievement council)) a common school as~~

20 defined in RCW 28A.150.020.
21 (2) "Certificate" or "certificated" does not include a limited or

22 conditioned certificate.
23 (3) "Certificated employee" has the definition in RCW

24 28A.150.203. "Certificated employee" does not include a paraeducator.
25 (4) "Conditional scholarship" means a loan that is forgiven in
26 whole or in part ~~((if the recipient renders))~~ in exchange for service
27 as a ((teacher)) certificated employee in an approved education
28 program ((in this state)).

29 ~~((3) "Eligible student" means a student who is registered for at~~
30 ~~least six credit hours or the equivalent, demonstrates high academic~~
31 ~~achievement, is a resident student as defined by RCW 28B.15.012 and~~
32 ~~28B.15.013, and has a declared intention to complete an approved~~
33 ~~preparation program leading to initial teacher certification or~~
34 ~~required for earning an additional endorsement, and commits to~~
35 ~~teaching service in the state of Washington.~~

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

1 (5) "Eligible veteran or national guard member" means a
2 Washington domiciliary who was an active or reserve member of the
3 United States military or naval forces, or a national guard member
4 called to active duty, who served in active federal service, under
5 either Title 10 or Title 32 of the United States Code, in a war or
6 conflict fought on foreign soil or in international waters or in
7 another location in support of those serving on foreign soil or in
8 international waters, and if discharged from service, has received an
9 honorable discharge.

10 (6) "Forgiven" or "to forgive" or "forgiveness" means ~~((to~~
11 ~~render))~~ that all or part of a loan is canceled in exchange for
12 service as a ~~((teacher))~~ certificated employee in an approved
13 education program ~~((in the state of Washington in lieu of monetary~~
14 repayment)).

15 ~~((+6))~~ (7) "Institution of higher education" or "institution"
16 means a college or university in the state of Washington that is
17 accredited by an accrediting association recognized as such by rule
18 of the student achievement council.

19 ~~((+7))~~ (8) "Loan repayment" means a federal student loan that is
20 repaid in whole or in part if the ~~((recipient renders service))~~
21 borrower serves as a ~~((teacher))~~ certificated employee in an approved
22 education program ~~((in Washington state)).~~

23 ~~((+8))~~ (9) "Office" means the office of student financial
24 assistance.

25 ~~((+9))~~ (10) "Participant" means ~~((an eligible student))~~ a person
26 who has received a conditional scholarship or loan repayment under
27 this chapter.

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

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

33 ~~(+12) "Teacher)~~ (12) "Shortage area" means ~~((a shortage of~~
34 ~~elementary or secondary school teachers in a specific subject area,~~
35 ~~discipline, classification,))~~ an endorsement or geographic area as
36 defined by the Washington professional educator standards board, in
37 consultation with the office of the superintendent of public
38 instruction, with a shortage of certificated employees. "Shortage
39 area" must be defined biennially using quantitative and qualitative
40 measures.

1 **Sec. 211.** RCW 28B.102.030 and 2012 c 229 s 563 are each amended
2 to read as follows:

3 ADMINISTRATION. (~~The future teachers conditional scholarship and~~
4 ~~loan repayment program is established. The program shall be~~
5 ~~administered by the student achievement council.~~) In administering
6 (~~the~~) educator conditional scholarship and loan repayment programs
7 under this chapter, the student achievement council shall have the
8 following powers and duties:

9 (1) Select (~~students~~) persons to receive conditional
10 scholarships or loan repayments;

11 (2) Adopt necessary rules and guidelines;

12 (3) Publicize the programs in collaboration with the office of
13 the superintendent of public instruction and the Washington
14 professional educator standards board;

15 (4) Collect and manage repayments from (~~students~~) participants
16 who do not meet their (~~teaching~~) service obligations under this
17 chapter; and

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

20 NEW SECTION. **Sec. 212.** A new section is added to chapter
21 28B.102 RCW to read as follows:

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

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

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

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

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

38 (4) In selecting eligible participants for conditional
39 scholarship programs under this chapter, the office must give

1 priority to persons who are renewing their application in order to
2 complete a certificated employee preparation program.

3 (5) In selecting eligible participants under this chapter, the
4 office must consider prioritizing persons who: Meet shortage area
5 needs; are first generation college students or graduates; are
6 eligible veteran or national guard members; have characteristics that
7 are underrepresented among certificated employees; or have classroom-
8 based experience.

9 **Sec. 213.** RCW 28B.102.045 and 2004 c 58 s 5 are each amended to
10 read as follows:

11 CONDITION FOR CONTINUED PARTICIPATION—SATISFACTORY PROGRESS. To
12 receive additional disbursements under ~~((the))~~ a conditional
13 scholarship program ~~((under))~~ authorized by this chapter, a
14 participant must be considered by his or her ~~((institution of higher~~
15 ~~education))~~ Washington professional educator standards board-approved
16 educator preparation program to be in a satisfactory progress
17 condition.

18 NEW SECTION. **Sec. 214.** A new section is added to chapter
19 28B.102 RCW to read as follows:

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

24 (b) In maximizing the impact of the awards, the office may adjust
25 the number and amounts of the conditional scholarships and loan
26 repayments made each year. However, the maximum award authorized
27 under this chapter is eight thousand dollars per person, per academic
28 year. Beginning in the 2020-21 academic year, the office may adjust
29 the maximum award by the average rate of resident undergraduate
30 tuition and fee increases at the state universities as defined in RCW
31 28B.10.016.

32 (2) The allowable uses of a conditional scholarship under this
33 chapter include the cost of attendance as determined by the office,
34 such as tuition, room, board, and books.

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

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

4 **Sec. 215.** RCW 28B.102.090 and 2016 c 233 s 15 are each amended
5 to read as follows:

6 TEACHER SHORTAGE CONDITIONAL SCHOLARSHIP PROGRAM. (1) (~~Subject~~
7 ~~to the availability of amounts appropriated for this specific~~
8 ~~purpose, the office shall develop and administer~~) The teacher
9 shortage conditional (~~grant program as a subprogram within the~~
10 ~~future teachers conditional scholarship and loan repayment program~~)
11 scholarship program is created. The purpose of the (~~teacher shortage~~
12 ~~conditional grant~~) program is to provide financial aid to encourage
13 (~~individuals~~) persons to become teachers (~~by providing financial~~
14 ~~aid to individuals enrolled in professional educator standards-~~
15 ~~approved teacher preparation programs~~) and to retain these teachers
16 in shortage areas.

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

20 ~~(3) As part of the rule-making process under subsection (2) of~~
21 ~~this section, the office must collaborate with the professional~~
22 ~~educator standards board, the Washington state school directors'~~
23 ~~association, and the professional educator standards board-approved~~
24 ~~teacher preparation programs to develop a framework for the teacher~~
25 ~~shortage conditional grant program, including eligibility~~
26 ~~requirements, contractual obligations, conditional grant amounts, and~~
27 ~~loan repayment requirements.~~

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

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

8 ~~(c) In developing the conditional grant award amounts, the office~~
9 ~~must consider whether the individual is: Enrolled in a public or~~
10 ~~private institution of higher education, a resident, in a~~
11 ~~baccalaureate or postbaccalaureate program, or in an alternative~~
12 ~~route teacher certification program. In addition, the award amounts~~
13 ~~must not result in a reduction of the individual's federal or state~~
14 ~~grant aid, including Pell grants, state need grants, college bound~~
15 ~~scholarships, or opportunity scholarships.~~

16 ~~(d) In developing the repayment requirements for a conditional~~
17 ~~grant that is converted into a loan, the terms and conditions of the~~
18 ~~loan must follow the interest rate and repayment terms of the federal~~
19 ~~direct subsidized loan program. In addition, the office must consider~~
20 ~~the following repayment schedule:~~

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

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

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

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

33 ~~(5) By November 1, 2018, and November 1, 2020, the office shall~~
34 ~~submit reports, in accordance with RCW 43.01.036, to the appropriate~~
35 ~~committees of the legislature that recommend whether the teacher~~
36 ~~shortage conditional grant program under this section should be~~
37 ~~continued, modified, or terminated, and that include information~~
38 ~~about the recipients of the grants under this program)) To qualify~~
39 ~~for the program an applicant must:~~

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

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

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

8 NEW SECTION. Sec. 216. A new section is added to chapter
9 28B.102 RCW to read as follows:

10 ALTERNATIVE ROUTE CONDITIONAL SCHOLARSHIP PROGRAM. (1) The
11 alternative route conditional scholarship program is created. The
12 purpose of the program is to provide financial assistance to
13 encourage persons to become teachers through alternative route
14 teacher certification programs and to retain these teachers in
15 shortage areas.

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

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

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

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

23 **Sec. 217.** RCW 28A.660.042 and 2017 c 237 s 19 are each amended
24 to read as follows:

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

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

3 (a) Not have earned a college degree;

4 (b) Provide documentation:

5 (i) From his or her school district or building ~~((validation))~~ of
6 ~~((qualifications, including three))~~ one year~~((s))~~ of successful
7 student interaction and leadership as a classified instructional
8 employee; or

9 (ii) Of his or her completion of two years of a recruiting
10 Washington teachers program, established under RCW 28A.415.370;

11 (c) Intend to pursue an initial teacher certificate with an
12 endorsement in a shortage area via a Washington professional educator
13 standards board-approved teacher preparation program; and

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

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

19 (4) The office must prioritize applicants in the following order:

20 (a) Applicants recruited and supported by their school districts
21 to become teachers;

22 (b) Applicants who completed two years of a recruiting Washington
23 teachers program, established under RCW 28A.415.370; and

24 (c) Applicants intending to complete an associate of arts degree
25 in two academic years or less.

26 **Sec. 218.** RCW 28A.660.045 and 2015 3rd sp.s. c 9 s 1 are each
27 amended to read as follows:

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

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

36 ~~(a) Current K-12 teachers shall pursue an endorsement in a~~
37 ~~subject or geographic endorsement shortage area, as defined by the~~
38 ~~professional educator standards board, including but not limited to,~~
39 ~~mathematics, science, special education, bilingual education, English~~

1 ~~language learner, computer science education, or environmental and~~
2 ~~sustainability education.~~

3 ~~(b) Individuals having an elementary education certificate but~~
4 ~~who are not employed in positions requiring an elementary education~~
5 ~~certificate shall pursue an endorsement in a subject or geographic~~
6 ~~endorsement shortage area, as defined by the professional educator~~
7 ~~standards board, including but not limited to, mathematics, science,~~
8 ~~special education, bilingual education, English language learner,~~
9 ~~computer science education, or environmental and sustainability~~
10 ~~education.)~~ The purpose of the program is to increase the number of
11 public school teachers with endorsements in shortage areas.

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

13 (a) Hold a current Washington teacher certificate or an expired
14 Washington teacher certificate issued after 2005;

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

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

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

21 NEW SECTION. Sec. 219. A new section is added to chapter
22 28B.102 RCW to read as follows:

23 CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.

24 (1) The career and technical education conditional scholarship
25 program is created. The purpose of the program is to provide
26 financial aid for nonteachers and teachers to obtain necessary
27 certificates and endorsements through any approved route to become
28 career and technical education teachers.

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

30 (a) Accepted into, and maintain enrollment in, a Washington
31 professional educator standards board-approved teacher preparation
32 program; and

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

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

36 (a) Possess a professional license and occupational industry
37 experience applicable to the career and technical education
38 endorsement being pursued; or

1 (b) Are accepted into an alternative route teacher certification
2 program under RCW 28A.660.020.

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

5 NEW SECTION. **Sec. 220.** A new section is added to chapter
6 28B.102 RCW to read as follows:

7 **CONDITIONAL SCHOLARSHIP—FORGIVENESS AND REPAYMENT.** (1)(a) A
8 conditional scholarship awarded under this chapter is forgiven when
9 the participant fulfills the terms of his or her service obligation.
10 The office shall develop the service obligation terms for each
11 conditional scholarship program under this chapter, including that
12 participants must either:

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

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

19 (b) For participants who meet the terms of their service
20 obligation, the office shall forgive the conditional scholarships
21 according to the service obligation terms and shall maintain all
22 necessary records of such forgiveness.

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

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

36 (3) The office shall establish a process for forgiveness,
37 deferment, or forbearance for participants who fail to complete their
38 service obligation due to circumstances beyond the participants'
39 control, for example certain medical conditions, military deployment,

1 declassification of a participant's shortage area, or hardship for a
2 participant to relocate to an approved education program with a
3 shortage area, provided the participant was serving as a certificated
4 employee in a shortage area in an approved education program.

5 **Sec. 221.** RCW 28B.102.055 and 2011 1st sp.s. c 11 s 180 are each
6 amended to read as follows:

7 FEDERAL STUDENT LOAN REPAYMENT IN EXCHANGE FOR TEACHING SERVICE
8 PROGRAM. (1) Upon documentation of federal student loan indebtedness,
9 the office may enter into agreements with ~~((participants))~~
10 certificated teachers to repay all or part of a federal student loan
11 in exchange for teaching service in a shortage area in an approved
12 education~~((al))~~ program. ~~((The ratio of loan repayment to years of~~
13 ~~teaching service for the loan repayment program shall be the same as~~
14 ~~established for the conditional scholarship program.))~~ Teachers
15 eligible for loan repayment under this section must hold an
16 endorsement in the content area in which they are assigned to teach
17 during the period of repayment.

18 (2) The agreement shall specify the period of time it is in
19 effect and detail the obligations of the office and the participant,
20 including the amount to be paid to the participant. The ratio of loan
21 repayment to years of teaching service for the loan repayment program
22 must be the same as established for the conditional scholarship
23 programs under section 220 of this act. The agreement ~~((may))~~ must
24 also specify the ~~((geographic location and subject matter))~~ shortage
25 area of teaching service for which loan repayment will be provided.

26 (3) At the end of each school year, a participant under this
27 section shall provide evidence to the office that the requisite
28 teaching service has been provided. Upon receipt of the evidence, the
29 office shall pay the participant the agreed-upon amount for one year
30 of full-time teaching service or a prorated amount for less than
31 full-time teaching service. To qualify for additional loan
32 repayments, the participant must be engaged in continuous teaching
33 service as defined by the office. The office may approve leaves of
34 absence from continuous service and other deferments as may be
35 necessary.

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

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

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

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

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

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

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

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

16 NEW SECTION. Sec. 222. A new section is added to chapter
17 28B.102 RCW to read as follows:

18 REPORTS TO THE LEGISLATURE. Beginning November 1, 2020, and by
19 November 1st each even-numbered year thereafter, the office shall
20 submit a report, in accordance with RCW 43.01.036, to the appropriate
21 committees of the legislature recommending whether the educator
22 conditional scholarship and loan repayment programs under this
23 chapter should be continued, modified, or terminated. The report must
24 include information about the number of applicants for, and
25 participants in, each program. To the extent possible, this
26 information should be disaggregated by age, gender, race and
27 ethnicity, family income, and unmet financial need. The report must
28 include information about participant deferments and repayments. The
29 report must also include information on moneys received by and
30 disbursed from the educator conditional scholarship account under RCW
31 28B.102.080 each fiscal year.

32 **Sec. 223.** RCW 28B.102.080 and 2011 1st sp.s. c 11 s 182 are each
33 amended to read as follows:

34 CUSTODIAL ACCOUNT. (1) The ~~((future—teachers))~~ educator
35 conditional scholarship account is created in the custody of the
36 state treasurer. An appropriation is not required for expenditures of
37 funds from the account. The account is not subject to allotment

1 procedures under chapter 43.88 RCW except for moneys used for program
2 administration.

3 (2) The office shall deposit in the account all moneys received
4 for the ~~((future teachers))~~ educator conditional scholarship and loan
5 repayment ~~((program and for conditional loan))~~ programs under this
6 chapter ~~((28A.660 RCW))~~. The account shall be self-sustaining and
7 consist of funds appropriated by the legislature for the ~~((future~~
8 ~~teachers))~~ educator conditional scholarship and loan repayment
9 programs under this chapter, private contributions to the programs,
10 and receipts from participant repayments from the ~~((future teachers~~
11 ~~conditional scholarship and loan repayment))~~ programs ~~((, and~~
12 ~~conditional loan programs established under chapter 28A.660 RCW))~~.
13 Beginning July 1, 2004, the office shall also deposit into the
14 account: (a) All funds from the institution of higher education loan
15 account that are traceable to any conditional scholarship program for
16 teachers or prospective teachers established by the legislature
17 before June 10, 2004; and (b) all amounts repaid by ~~((individuals))~~
18 participants under any such program.

19 (3) Expenditures from the account may be used ~~((solely for~~
20 ~~conditional loans and loan repayments to participants in the future~~
21 ~~teachers conditional scholarship and loan repayment program~~
22 ~~established by this chapter, conditional scholarships for~~
23 ~~participants in programs established in chapter 28A.660 RCW, and~~
24 ~~costs associated with program administration by the office))~~ only for
25 the purposes of this chapter.

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

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

32 **Sec. 224.** RCW 43.79A.040 and 2018 c 260 s 28, 2018 c 258 s 4,
33 and 2018 c 127 s 6 are each reenacted and amended to read as follows:

34 MANAGEMENT OF TREASURER'S TRUST FUND. (1) Money in the
35 treasurer's trust fund may be deposited, invested, and reinvested by
36 the state treasurer in accordance with RCW 43.84.080 in the same
37 manner and to the same extent as if the money were in the state
38 treasury, and may be commingled with moneys in the state treasury for
39 cash management and cash balance purposes.

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

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

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

15 (b) The following accounts and funds must receive their
16 proportionate share of earnings based upon each account's or fund's
17 average daily balance for the period: The 24/7 sobriety account, the
18 Washington promise scholarship account, the Gina Grant Bull memorial
19 legislative page scholarship account, the Washington advanced college
20 tuition payment program account, the Washington college savings
21 program account, the accessible communities account, the Washington
22 achieving a better life experience program account, the community and
23 technical college innovation account, the agricultural local fund,
24 the American Indian scholarship endowment fund, the foster care
25 scholarship endowment fund, the foster care endowed scholarship trust
26 fund, the contract harvesting revolving account, the Washington state
27 combined fund drive account, the commemorative works account, the
28 county enhanced 911 excise tax account, the toll collection account,
29 the developmental disabilities endowment trust fund, the energy
30 account, the fair fund, the family and medical leave insurance
31 account, the fish and wildlife federal lands revolving account, the
32 natural resources federal lands revolving account, the food animal
33 veterinarian conditional scholarship account, the forest health
34 revolving account, the fruit and vegetable inspection account, the
35 (~~future teachers~~) educator conditional scholarship account, the
36 game farm alternative account, the GET ready for math and science
37 scholarship account, the Washington global health technologies and
38 product development account, the grain inspection revolving fund, the
39 Washington history day account, the industrial insurance rainy day
40 fund, the juvenile accountability incentive account, the law

1 enforcement officers' and firefighters' plan 2 expense fund, the
2 local tourism promotion account, the low-income home rehabilitation
3 revolving loan program account, the multiagency permitting team
4 account, the northeast Washington wolf-livestock management account,
5 the pilotage account, the produce railcar pool account, the regional
6 transportation investment district account, the rural rehabilitation
7 account, the Washington sexual assault kit account, the stadium and
8 exhibition center account, the youth athletic facility account, the
9 self-insurance revolving fund, the children's trust fund, the
10 Washington horse racing commission Washington bred owners' bonus fund
11 and breeder awards account, the Washington horse racing commission
12 class C purse fund account, the individual development account
13 program account, the Washington horse racing commission operating
14 account, the life sciences discovery fund, the Washington state
15 heritage center account, the reduced cigarette ignition propensity
16 account, the center for childhood deafness and hearing loss account,
17 the school for the blind account, the Millersylvania park trust fund,
18 the public employees' and retirees' insurance reserve fund, the
19 school employees' benefits board insurance reserve fund, (~~(the)~~)
20 the public employees' and retirees' insurance account, (~~(the)~~) the
21 school employees' insurance account, and the radiation perpetual
22 maintenance fund.

23 (c) The following accounts and funds must receive eighty percent
24 of their proportionate share of earnings based upon each account's or
25 fund's average daily balance for the period: The advanced right-of-
26 way revolving fund, the advanced environmental mitigation revolving
27 account, the federal narcotics asset forfeitures account, the high
28 occupancy vehicle account, the local rail service assistance account,
29 and the miscellaneous transportation programs account.

30 (d) Any state agency that has independent authority over accounts
31 or funds not statutorily required to be held in the custody of the
32 state treasurer that deposits funds into a fund or account in the
33 custody of the state treasurer pursuant to an agreement with the
34 office of the state treasurer shall receive its proportionate share
35 of earnings based upon each account's or fund's average daily balance
36 for the period.

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

1 **Sec. 229.** RCW 28B.15.558 and 2016 c 233 s 18 are each amended to
2 read as follows:

3 SPACE AVAILABLE TUITION WAIVERS. (1) The governing boards of the
4 state universities, the regional universities, The Evergreen State
5 College, and the community and technical colleges may waive all or a
6 portion of the tuition and services and activities fees for state
7 employees as defined under subsection (2) of this section (~~and~~),
8 teachers(~~(r)~~) and other certificated instructional staff under
9 subsection (3) of this section, and K-12 classified staff under
10 subsection (4) of this section. The enrollment of these persons is
11 pursuant to the following conditions:

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

15 (b) Enrollment information on persons registered pursuant to this
16 section shall be maintained separately from other enrollment
17 information and shall not be included in official enrollment reports,
18 nor shall such persons be considered in any enrollment statistics
19 that would affect budgetary determinations; and

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

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

25 (a) Permanent employees in classified service under chapter 41.06
26 RCW;

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

29 (c) Permanent classified employees and exempt paraprofessional
30 employees of technical colleges; and

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

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

39 (4) The waivers available under this section shall also be
40 available to classified staff employed at (~~(K-12)~~) public common

1 schools, as defined in RCW 28A.150.020, when used for coursework
2 relevant to the work assignment or coursework that is part of a
3 teacher preparation program.

4 (5) In awarding waivers, an institution of higher education may
5 award waivers to eligible persons employed by the institution before
6 considering waivers for eligible persons who are not employed by the
7 institution.

8 (6) If an institution of higher education exercises the authority
9 granted under this section, it shall include all eligible state
10 employees in the pool of persons eligible to participate in the
11 program.

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

15 (8) Each institution of higher education that awards waivers
16 under this section must report annually to the student achievement
17 council with the number, type, and value of waivers awarded under
18 this section in the prior academic year, and must compare this
19 information with other tuition and fee waivers awarded by the
20 institution.

21 **TEACHER PREPARATION PROGRAM EXPANSION**

22 NEW SECTION. Sec. 230. EXPAND ENROLLMENTS IN HIGH-NEED SUBJECTS
23 AND LOCATIONS. The legislature recognizes the important role of
24 teacher preparation programs in addressing the shortages in the
25 educator career continuum. Through the omnibus appropriations act,
26 the legislature intends to prioritize the expansion of teacher
27 preparation program enrollments in high-need subjects and high-need
28 locations within the state, taking into consideration the community
29 and technical colleges' capacity to contribute to teacher
30 preparation.

31 **PART III**

32 **RETENTION STRATEGIES**

33 NEW SECTION. Sec. 301. FINDINGS—INTENT. (1) The legislature
34 finds that the most successful education systems have robust, well-
35 prepared educators and educator leaders, with ample and relevant
36 mentoring and professional learning opportunities appropriate to

1 their roles and career aspirations. Further, the legislature finds
2 that cultivating a public common school system that focuses on the
3 growth of educator knowledge, skills, and dispositions to help
4 students perform at high levels not only supports better professional
5 practice, but results in greater professional satisfaction for
6 educators.

7 (2) The legislature finds that excessively rigid policies have
8 had the unintended consequence of preventing qualified and effective
9 educators from remaining in the common schools. Barriers to educator
10 retention, such as lack of induction and mentoring for beginning
11 educators, a complicated and burdensome certification system, and
12 frequent comprehensive performance evaluation requirements must be
13 addressed. The legislature acknowledges that a substantial step
14 towards reducing the barriers of complicated and burdensome
15 certification requirements was taken in chapter 26, Laws of 2017 by
16 creating a flexible option for renewing teacher and administrator
17 certificates. However, continued legislative review and refinement of
18 the link between certification programs, effective pedagogy, and
19 professional satisfaction is necessary to strengthen educator
20 retention efforts.

21 (3) Further efforts can also focus on the improvement of working
22 conditions within schools and school districts. The legislature
23 acknowledges that the demands on educators must be balanced with an
24 encouragement of their excitement for the profession. The legislature
25 intends to expand upon successful educator induction and mentoring
26 programs such as the beginning educator support team program, and to
27 streamline the teacher and principal evaluation program requirements
28 for the highest performing educators.

29 **BEGINNING EDUCATOR SUPPORT**

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

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

34 (a) Has (~~achieved appropriate~~) successfully completed training
35 in assisting, coaching, and advising beginning principals, beginning
36 educational staff associates, beginning teachers, or student
37 (~~teaching residents~~) teachers as defined by the office of the

1 superintendent of public instruction (~~(, such as national board~~
2 ~~certification or other specialized training)~~);

3 (b) Has been selected using mentor standards developed by the
4 office of the superintendent of public instruction; and

5 (c) Is participating in ongoing mentor skills professional
6 development.

7 (2) (a) The beginning educator support team program is established
8 to provide professional development and (~~(mentor support)~~) mentoring
9 for beginning (~~(educators)~~) principals, beginning educational staff
10 associates, beginning teachers, and candidates in alternative route
11 teacher certification programs under chapter 28A.660 RCW
12 (~~(28A.660.040, and educators on probation under RCW 28A.405.100, to~~
13 ~~be composed of the beginning educator support team for beginning~~
14 ~~educators and continuous improvement coaching for educators on~~
15 ~~probation, as provided in this section)~~).

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

19 (3) (~~(Subject to the availability of amounts appropriated for~~
20 ~~this specific purpose,)~~) The office of the superintendent of public
21 instruction shall allocate funds for the beginning educator support
22 team program on a competitive basis to individual school districts
23 (~~(or)~~), consortia of districts, or state-tribal compact schools.
24 (~~(School districts are encouraged to include educational service~~
25 ~~districts in creating regional consortia.)~~) In allocating funds, the
26 office of the superintendent of public instruction shall give
27 priority to:

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

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

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

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

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

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

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

8 (b) ~~((Assignment of))~~ A trained and qualified mentor assigned to
9 each program participant for ~~((the first))~~ up to three years ~~((for~~
10 ~~beginning educators))~~, with intensive support in the first year and
11 decreasing support ~~((over the following))~~ in subsequent years
12 ~~((depending on the needs of the beginning educator));~~

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

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

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

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

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

27 (h) Nonevaluative observations with written feedback for program
28 participants;

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

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

35 (k) A program evaluation that identifies program strengths and
36 gaps using ~~((a standard evaluation tool provided from the office of~~
37 ~~the superintendent of public instruction that measures increased~~
38 ~~knowledge, skills))~~ the standards for beginning educator induction,
39 the retention of beginning educators, and positive impact on student
40 ~~((learning))~~ growth for program participants.

1 learning needs and developing strategies to address those needs; (iv)
2 providing clear and intentional focus on subject matter content and
3 curriculum; (v) fostering and managing a safe, positive learning
4 environment; (vi) using multiple student data elements to modify
5 instruction and improve student learning; (vii) communicating and
6 collaborating with parents and the school community; and (viii)
7 exhibiting collaborative and collegial practices focused on improving
8 instructional practice and student learning. Student growth data must
9 be a substantial factor in evaluating the ~~((summative))~~ performance
10 of certificated classroom teachers for at least three of the
11 evaluation criteria listed in this subsection.

12 (c) The four-level rating system used to evaluate the
13 certificated classroom teacher must describe performance along a
14 continuum that indicates the extent to which the criteria have been
15 met or exceeded. The ~~((summative))~~ performance ratings shall be as
16 follows: Level 1 - unsatisfactory; level 2 - basic; level 3 -
17 proficient; and level 4 - distinguished. A classroom teacher shall
18 receive one of the four ~~((summative))~~ performance ratings for each of
19 the minimum criteria in (b) of this subsection and one of the four
20 ~~((summative))~~ performance ratings for the evaluation as a whole,
21 which shall be the comprehensive ~~((summative-evaluation))~~ performance
22 rating. ~~((By December 1, 2012,))~~ The superintendent of public
23 instruction must adopt rules prescribing a common method for
24 calculating the comprehensive ~~((summative-evaluation))~~ performance
25 rating for each of the preferred instructional frameworks, including
26 for a focused performance evaluation under subsection (12) of this
27 section, giving appropriate weight to the indicators evaluated under
28 each criteria and maximizing rater agreement among the frameworks.

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

37 (e) ~~((By September 1, 2012,))~~ The superintendent of public
38 instruction shall identify up to three preferred instructional
39 frameworks that support the ~~((revised))~~ four-level rating evaluation
40 system. The instructional frameworks shall be research-based and

1 establish definitions or rubrics for each of the four (~~summative~~)
2 performance ratings for each evaluation criteria. Each school
3 district must adopt one of the preferred instructional frameworks and
4 post the selection on the district's web site. The superintendent of
5 public instruction shall establish a process for approving minor
6 modifications or adaptations to a preferred instructional framework
7 that may be proposed by a school district.

8 (f) Student growth data that is relevant to the teacher and
9 subject matter must be a factor in the evaluation process and must be
10 based on multiple measures that can include classroom-based, school-
11 based, district-based, and state-based tools. Student growth data
12 elements may include the teacher's performance as a member of a
13 grade-level, subject matter, or other instructional team within a
14 school when the use of this data is relevant and appropriate. Student
15 growth data elements may also include the teacher's performance as a
16 member of the overall instructional team of a school when use of this
17 data is relevant and appropriate. As used in this subsection,
18 "student growth" means the change in student achievement between two
19 points in time.

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

21 (3)(a) Except as provided in subsection (11) of this section, it
22 shall be the responsibility of a principal or his or her designee to
23 evaluate all certificated personnel in his or her school. During each
24 school year all classroom teachers and certificated support personnel
25 shall be observed for the purposes of evaluation at least twice in
26 the performance of their assigned duties. Total observation time for
27 each employee for each school year shall be not less than sixty
28 minutes. An employee in the third year of provisional status as
29 defined in RCW 28A.405.220 shall be observed at least three times in
30 the performance of his or her duties and the total observation time
31 for the school year shall not be less than ninety minutes. Following
32 each observation, or series of observations, the principal or other
33 evaluator shall promptly document the results of the observation in
34 writing, and shall provide the employee with a copy thereof within
35 three days after such report is prepared. New employees shall be
36 observed at least once for a total observation time of thirty minutes
37 during the first ninety calendar days of their employment period.

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

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

12 (i) Level 1; or

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

18 (b) During the period of probation, the employee may not be
19 transferred from the supervision of the original evaluator.
20 Improvement of performance or probable cause for nonrenewal must
21 occur and be documented by the original evaluator before any
22 consideration of a request for transfer or reassignment as
23 contemplated by either the individual or the school district. A
24 probationary period of sixty school days shall be established. Days
25 may be added if deemed necessary to complete a program for
26 improvement and evaluate the probationer's performance, as long as
27 the probationary period is concluded before May 15th of the same
28 school year. The probationary period may be extended into the
29 following school year if the probationer has five or more years of
30 teaching experience and has a comprehensive (~~summative evaluation~~)
31 performance rating as of May 15th of less than level 2. The
32 establishment of a probationary period does not adversely affect the
33 contract status of an employee within the meaning of RCW 28A.405.300.
34 The purpose of the probationary period is to give the employee
35 opportunity to demonstrate improvements in his or her areas of
36 deficiency. The establishment of the probationary period and the
37 giving of the notice to the employee of deficiency shall be by the
38 school district superintendent and need not be submitted to the board
39 of directors for approval. During the probationary period the
40 evaluator shall meet with the employee at least twice monthly to

1 supervise and make a written evaluation of the progress, if any, made
2 by the employee. The evaluator may authorize one additional
3 certificated employee to evaluate the probationer and to aid the
4 employee in improving his or her areas of deficiency. Should the
5 evaluator not authorize such additional evaluator, the probationer
6 may request that an additional certificated employee evaluator become
7 part of the probationary process and this request must be implemented
8 by including an additional experienced evaluator assigned by the
9 educational service district in which the school district is located
10 and selected from a list of evaluation specialists compiled by the
11 educational service district. Such additional certificated employee
12 shall be immune from any civil liability that might otherwise be
13 incurred or imposed with regard to the good faith performance of such
14 evaluation. If a procedural error occurs in the implementation of a
15 program for improvement, the error does not invalidate the
16 probationer's plan for improvement or evaluation activities unless
17 the error materially affects the effectiveness of the plan or the
18 ability to evaluate the probationer's performance. The probationer
19 must be removed from probation if he or she has demonstrated
20 improvement to the satisfaction of the evaluator in those areas
21 specifically detailed in his or her initial notice of deficiency and
22 subsequently detailed in his or her program for improvement. A
23 classroom teacher who (~~has been transitioned to the revised~~
24 ~~evaluation system pursuant to the district implementation schedule~~
25 ~~adopted under subsection (7)(c) of this section~~) is required to be
26 on the four-level rating evaluation system must be removed from
27 probation if he or she has demonstrated improvement that results in a
28 new comprehensive (~~summative evaluation~~) performance rating of
29 level 2 or above for a provisional employee or a continuing contract
30 employee with five or fewer years of experience, or of level 3 or
31 above for a continuing contract employee with more than five years of
32 experience. Lack of necessary improvement during the established
33 probationary period, as specifically documented in writing with
34 notification to the probationer constitutes grounds for a finding of
35 probable cause under RCW 28A.405.300 or 28A.405.210.

36 (c) When a continuing contract employee with five or more years
37 of experience receives a comprehensive (~~summative evaluation~~)
38 performance rating below level 2 for two consecutive years, the
39 school district shall, within ten days of the completion of the
40 second (~~summative~~) comprehensive (~~[comprehensive summative]~~)

1 performance evaluation or May 15th, whichever occurs first, implement
2 the employee notification of discharge as provided in RCW
3 28A.405.300.

4 (d) Immediately following the completion of a probationary period
5 that does not produce performance changes detailed in the initial
6 notice of deficiencies and program for improvement, the employee may
7 be removed from his or her assignment and placed into an alternative
8 assignment for the remainder of the school year. In the case of a
9 classroom teacher who (~~has been transitioned to the revised~~
10 ~~evaluation system pursuant to the district implementation schedule~~
11 ~~adopted under subsection (7)(c) of this section~~) is required to be
12 on the four-level rating evaluation system, the teacher may be
13 removed from his or her assignment and placed into an alternative
14 assignment for the remainder of the school year immediately following
15 the completion of a probationary period that does not result in the
16 required comprehensive (~~summative evaluation~~) performance ratings
17 specified in (b) of this subsection. This reassignment may not
18 displace another employee nor may it adversely affect the
19 probationary employee's compensation or benefits for the remainder of
20 the employee's contract year. If such reassignment is not possible,
21 the district may, at its option, place the employee on paid leave for
22 the balance of the contract term.

23 (5) Every board of directors shall establish evaluative criteria
24 and procedures for all superintendents, principals, and other
25 administrators. It shall be the responsibility of the district
26 superintendent or his or her designee to evaluate all administrators.
27 Except as provided in subsection (6) of this section, such evaluation
28 shall be based on the administrative position job description. Such
29 criteria, when applicable, shall include at least the following
30 categories: Knowledge of, experience in, and training in recognizing
31 good professional performance, capabilities and development; school
32 administration and management; school finance; professional
33 preparation and scholarship; effort toward improvement when needed;
34 interest in pupils, employees, patrons and subjects taught in school;
35 leadership; and ability and performance of evaluation of school
36 personnel.

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

1 (b) The minimum criteria shall include: (i) Creating a school
2 culture that promotes the ongoing improvement of learning and
3 teaching for students and staff; (ii) demonstrating commitment to
4 closing the achievement gap; (iii) providing for school safety; (iv)
5 leading the development, implementation, and evaluation of a data-
6 driven plan for increasing student achievement, including the use of
7 multiple student data elements; (v) assisting instructional staff
8 with alignment of curriculum, instruction, and assessment with state
9 and local district learning goals; (vi) monitoring, assisting, and
10 evaluating effective instruction and assessment practices; (vii)
11 managing both staff and fiscal resources to support student
12 achievement and legal responsibilities; and (viii) partnering with
13 the school community to promote student learning. Student growth data
14 must be a substantial factor in evaluating the ~~((summative))~~
15 performance of the principal for at least three of the evaluation
16 criteria listed in this subsection.

17 (c) The four-level rating system used to evaluate the principal
18 must describe performance along a continuum that indicates the extent
19 to which the criteria have been met or exceeded. The ~~((summative))~~
20 performance ratings shall be as follows: Level 1 - unsatisfactory;
21 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A
22 principal shall receive one of the four ~~((summative))~~ performance
23 ratings for each of the minimum criteria in (b) of this subsection
24 and one of the four ~~((summative))~~ performance ratings for the
25 evaluation as a whole, which shall be the comprehensive ~~((summative~~
26 ~~evaluation))~~ performance rating.

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

35 (e) ~~((By September 1, 2012,))~~ The superintendent of public
36 instruction shall identify up to three preferred leadership
37 frameworks that support the ~~((revised))~~ four-level rating evaluation
38 system. The leadership frameworks shall be research-based and
39 establish definitions or rubrics for each of the four performance
40 ratings for each evaluation criteria. Each school district shall

1 adopt one of the preferred leadership frameworks and post the
2 selection on the district's web site. The superintendent of public
3 instruction shall establish a process for approving minor
4 modifications or adaptations to a preferred leadership framework that
5 may be proposed by a school district.

6 (f) Student growth data that is relevant to the principal must be
7 a factor in the evaluation process and must be based on multiple
8 measures that can include classroom-based, school-based, district-
9 based, and state-based tools. As used in this subsection, "student
10 growth" means the change in student achievement between two points in
11 time.

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

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

19 (i) Level 1; or

20 (ii) Level 2 if the principal has more than five years of
21 experience in the principal role and if the level 2 comprehensive
22 ~~((summative evaluation))~~ performance rating has been received for two
23 consecutive years or for two years within a consecutive three-year
24 time period.

25 (7) (a) ~~((The superintendent of public instruction, in
26 collaboration with state associations representing teachers,
27 principals, administrators, school board members, and parents, to be
28 known as the steering committee, shall create models for implementing
29 the evaluation system criteria, student growth tools, professional
30 development programs, and evaluator training for certificated
31 classroom teachers and principals. Human resources specialists,
32 professional development experts, and assessment experts must also be
33 consulted. Due to the diversity of teaching assignments and the many
34 developmental levels of students, classroom teachers and principals
35 must be prominently represented in this work. The models must be
36 available for use in the 2011-12 school year.~~

37 ~~(b) A new certificated classroom teacher evaluation system that
38 implements the provisions of subsection (2) of this section and a new
39 principal evaluation system that implements the provisions of
40 subsection (6) of this section shall be phased in beginning with the~~

1 ~~2010-11 school year by districts identified in (d) of this subsection~~
2 ~~and implemented in all school districts beginning with the 2013-14~~
3 ~~school year.~~

4 ~~(c) Each school district board of directors shall adopt a~~
5 ~~schedule for implementation of the revised evaluation systems that~~
6 ~~transitions a portion of classroom teachers and principals in the~~
7 ~~district to the revised evaluation systems each year beginning no~~
8 ~~later than the 2013-14 school year, until all classroom teachers and~~
9 ~~principals are being evaluated under the revised evaluation systems~~
10 ~~no later than the 2015-16 school year. A school district is not~~
11 ~~precluded from completing the transition of all classroom teachers~~
12 ~~and principals to the revised evaluation systems before the 2015-16~~
13 ~~school year. The schedule adopted under this subsection (7)(c) must~~
14 ~~provide that the following employees are transitioned to the revised~~
15 ~~evaluation systems beginning in the 2013-14 school year:~~

16 ~~(i) Classroom teachers who are provisional employees under RCW~~
17 ~~28A.405.220;~~

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

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

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

24 ~~(v) Principals previously employed as a principal by another~~
25 ~~school district in the state of Washington for three or more~~
26 ~~consecutive school years and in the first full year as a principal in~~
27 ~~the school district.~~

28 ~~(d) A set of school districts shall be selected by the~~
29 ~~superintendent of public instruction to participate in a~~
30 ~~collaborative process resulting in the development and piloting of~~
31 ~~new certificated classroom teacher and principal evaluation systems~~
32 ~~during the 2010-11 and 2011-12 school years. These school districts~~
33 ~~must be selected based on: (i) The agreement of the local~~
34 ~~associations representing classroom teachers and principals to~~
35 ~~collaborate with the district in this developmental work and (ii) the~~
36 ~~agreement to participate in the full range of development and~~
37 ~~implementation activities, including: Development of rubrics for the~~
38 ~~evaluation criteria and ratings in subsections (2) and (6) of this~~
39 ~~section; identification of or development of appropriate multiple~~
40 ~~measures of student growth in subsections (2) and (6) of this~~

1 section; development of appropriate evaluation system forms;
2 participation in professional development for principals and
3 classroom teachers regarding the content of the new evaluation
4 system; participation in evaluator training; and participation in
5 activities to evaluate the effectiveness of the new systems and
6 support programs. The school districts must submit to the office of
7 the superintendent of public instruction data that is used in
8 evaluations and all district-collected student achievement, aptitude,
9 and growth data regardless of whether the data is used in
10 evaluations. If the data is not available electronically, the
11 district may submit it in nonelectronic form. The superintendent of
12 public instruction must analyze the districts' use of student data in
13 evaluations, including examining the extent that student data is not
14 used or is underutilized. The superintendent of public instruction
15 must also consult with participating districts and stakeholders,
16 recommend appropriate changes, and address statewide implementation
17 issues. The superintendent of public instruction shall report
18 evaluation system implementation status, evaluation data, and
19 recommendations to appropriate committees of the legislature and
20 governor by July 1, 2011, and at the conclusion of the development
21 phase by July 1, 2012. In the July 1, 2011, report, the
22 superintendent shall include recommendations for whether a single
23 statewide evaluation model should be adopted, whether modified
24 versions developed by school districts should be subject to state
25 approval, and what the criteria would be for determining if a school
26 district's evaluation model meets or exceeds a statewide model. The
27 report shall also identify challenges posed by requiring a state
28 approval process.

29 (e) (i) The steering committee in subsection (7) (a) of this
30 section and the pilot school districts in subsection (7) (d) of this
31 section shall continue to examine implementation issues and refine
32 tools for the new certificated classroom teacher evaluation system in
33 subsection (2) of this section and the new principal evaluation
34 system in subsection (6) of this section during the 2013-14 through
35 2015-16 implementation phase.

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

37 (A) Developing a report for the legislature and governor, due by
38 December 1, 2013, of best practices and recommendations regarding how
39 teacher and principal evaluations and other appropriate elements
40 shall inform school district human resource and personnel practices.

1 ~~The legislature and governor are provided the opportunity to review~~
2 ~~the report and recommendations during the 2014 legislative session;~~

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

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

7 ~~(D) Refining evaluation system management tools, professional~~
8 ~~development programs, and evaluator training programs with an~~
9 ~~emphasis on developing rater reliability;~~

10 ~~(E) Reviewing emerging research regarding teacher and principal~~
11 ~~evaluation systems and the development and implementation of~~
12 ~~evaluation systems in other states;~~

13 ~~(F) Reviewing the impact that variable demographic~~
14 ~~characteristics of students and schools have on the objectivity,~~
15 ~~reliability, validity, and availability of student growth data; and~~

16 ~~(G) Developing recommendations regarding how teacher evaluations~~
17 ~~could inform state policies regarding the criteria for a teacher to~~
18 ~~obtain continuing contract status under RCW 28A.405.210. In~~
19 ~~developing these recommendations the experiences of school districts~~
20 ~~and teachers during the evaluation transition phase must be~~
21 ~~considered. Recommendations must be reported by July 1, 2016, to the~~
22 ~~legislature and the governor.~~

23 ~~(iii) To support the tasks in (e)(ii) of this subsection, the~~
24 ~~superintendent of public instruction may contract with an independent~~
25 ~~research organization with expertise in educator evaluations and~~
26 ~~knowledge of the revised evaluation systems being implemented under~~
27 ~~this section.~~

28 ~~(iv))~~ (i) The steering committee is composed of the following
29 participants: State associations representing teachers, principals,
30 administrators, school board members, and parents.

31 (ii) The superintendent of public instruction, in collaboration
32 with the steering committee, shall periodically examine
33 implementation issues and refine tools for the teacher and principal
34 four-level rating evaluation systems, including professional learning
35 that addresses issues of equity through the lens of the selected
36 instructional and leadership frameworks.

37 (b) The superintendent of public instruction shall monitor the
38 statewide implementation of ((revised)) teacher and principal four-
39 level rating evaluation systems using data reported under RCW

1 28A.150.230 as well as periodic input from focus groups of
2 administrators, principals, and teachers.

3 ~~((v) The superintendent of public instruction shall submit
4 reports detailing findings, emergent issues or trends,
5 recommendations from the steering committee, and pilot school
6 districts, and other recommendations, to enhance implementation and
7 continuous improvement of the revised evaluation systems to
8 appropriate committees of the legislature and the governor beginning
9 July 1, 2013, and each July 1st thereafter for each year of the
10 school district implementation transition period concluding with a
11 report on December 1, 2016.))~~

12 (8) (a) Beginning with the 2015-16 school year, evaluation results
13 for certificated classroom teachers and principals must be used as
14 one of multiple factors in making human resource and personnel
15 decisions. Human resource decisions include, but are not limited to:
16 Staff assignment, including the consideration of an agreement to an
17 assignment by an appropriate teacher, principal, and superintendent;
18 and reduction in force. Nothing in this section limits the ability to
19 collectively bargain how the multiple factors shall be used in making
20 human resource or personnel decisions, with the exception that
21 evaluation results must be a factor.

22 (b) The office of the superintendent of public instruction must,
23 in accordance with RCW 43.01.036, report to the legislature and the
24 governor regarding the school district implementation of the
25 provisions of (a) of this subsection by December 1, ~~((2017))~~ 2019,
26 and December 1, 2020.

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

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

1 (11) After a certificated classroom teacher (~~(or)~~) who is not
2 required to be on the four-level rating evaluation system or a
3 certificated support personnel has four years of satisfactory
4 evaluations under subsection (1) of this section, a school district
5 may use a short form of evaluation, a locally bargained evaluation
6 emphasizing professional growth, an evaluation under subsection (1)
7 or (2) of this section, or any combination thereof. The short form of
8 evaluation shall include either a thirty minute observation during
9 the school year with a written summary or a final annual written
10 evaluation based on the criteria in subsection (1) or (2) of this
11 section and based on at least two observation periods during the
12 school year totaling at least sixty minutes without a written summary
13 of such observations being prepared. A locally bargained short-form
14 evaluation emphasizing professional growth must provide that the
15 professional growth activity conducted by the certificated classroom
16 teacher be specifically linked to one or more of the certificated
17 classroom teacher evaluation criteria. However, the evaluation
18 process set forth in subsection (1) or (2) of this section shall be
19 followed at least once every three years unless this time is extended
20 by a local school district under the bargaining process set forth in
21 chapter 41.59 RCW. The employee or evaluator may require that the
22 evaluation process set forth in subsection (1) or (2) of this section
23 be conducted in any given school year. No evaluation other than the
24 evaluation authorized under subsection (1) or (2) of this section may
25 be used as a basis for determining that an employee's work is not
26 satisfactory under subsection (1) or (2) of this section or as
27 probable cause for the nonrenewal of an employee's contract under RCW
28 28A.405.210 unless an evaluation process developed under chapter
29 41.59 RCW determines otherwise. (~~The provisions of this subsection~~
30 ~~apply to certificated classroom teachers only until the teacher has~~
31 ~~been transitioned to the revised evaluation system pursuant to the~~
32 ~~district implementation schedule adopted under subsection (7)(c) of~~
33 ~~this section.~~)

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

1 (a) (~~All classroom teachers and principals shall receive a~~
2 ~~comprehensive summative evaluation at least once every four years.~~)
3 A comprehensive (~~summative~~) performance evaluation assesses all
4 eight evaluation criteria and all criteria contribute to the
5 comprehensive (~~summative evaluation~~) performance rating. Classroom
6 teachers and principals must receive a comprehensive performance
7 evaluation according to the schedule specified in (b) of this
8 subsection.

9 (b) (i) Except as otherwise provided in this subsection (12)(b),
10 classroom teachers and principals must receive a comprehensive
11 performance evaluation at least once every six years.

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

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

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

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

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

26 (c) (i) In the years when a comprehensive (~~summative~~)
27 performance evaluation is not required, classroom teachers and
28 principals who received a comprehensive (~~summative evaluation~~)
29 performance rating of level 3 or above in (~~the previous school~~
30 ~~year~~) their previous comprehensive performance evaluation are
31 required to complete a focused performance evaluation. A focused
32 performance evaluation includes an assessment of one of the eight
33 criteria selected for a performance rating plus professional growth
34 activities specifically linked to the selected criteria.

35 (ii) The selected criteria must be approved by the teacher's or
36 principal's evaluator and may have been identified in a previous
37 comprehensive (~~summative~~) performance evaluation as benefiting from
38 additional attention. A group of teachers may focus on the same
39 evaluation criteria and share professional growth activities. A group

1 of principals may focus on the same evaluation criteria and share
2 professional growth activities.

3 (iii) The evaluator must assign a (~~comprehensive—summative~~
4 ~~evaluation~~) performance rating for the focused performance
5 evaluation using the methodology adopted by the superintendent of
6 public instruction for the instructional or leadership framework
7 being used.

8 (iv) A teacher or principal may be transferred from a focused
9 performance evaluation to a comprehensive (~~summative~~) performance
10 evaluation at the request of the teacher or principal, or at the
11 direction of the teacher's or principal's evaluator.

12 (v) Due to the importance of instructional leadership and
13 assuring rater agreement among evaluators, particularly those
14 evaluating teacher performance, school districts are encouraged to
15 conduct comprehensive (~~summative~~) performance evaluations of
16 principals (~~performance~~) on an annual basis.

17 (vi) A classroom teacher or principal may apply the focused
18 performance evaluation professional growth activities toward the
19 professional growth plan for (~~professional~~) certificate renewal as
20 required by the Washington professional educator standards board.

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

24 **Sec. 304.** RCW 28A.410.278 and 2012 c 35 s 4 are each amended to
25 read as follows:

26 REDUCING TRAINING REQUIREMENTS. (1)(~~(a)~~) After August 31, 2013,
27 candidates for a residency principal certificate must have
28 demonstrated knowledge of teacher evaluation research and
29 Washington's evaluation requirements and successfully completed
30 opportunities to practice teacher evaluation skills.

31 (~~(b)~~) (2) At a minimum, principal preparation programs must
32 address the following knowledge and skills related to evaluations
33 under RCW 28A.405.100:

34 (~~(i)~~) (a) Examination of (~~Washington~~) teacher and principal
35 evaluation criteria, and (~~four-tiered—performance~~) four-level
36 rating evaluation system, and the preferred instructional and
37 leadership frameworks used to describe the evaluation criteria;

38 (~~(ii)~~) (b) Classroom observations;

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

10 NEW SECTION. **Sec. 307.** 2016 c 233 s 19 (uncodified) is
11 repealed.

12 **REPRIMAND CONSIDERATIONS**

13 NEW SECTION. **Sec. 308.** A new section is added to chapter
14 28A.410 RCW to read as follows:

15 REPRIMAND EXPUNGEMENT PROCESS. (1) The Washington professional
16 educator standards board, in consultation with the office of the
17 superintendent of public instruction staff authorized to issue
18 educator reprimands, shall adopt rules that, at a minimum:

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

22 (b) Establish a process for review of reprimand expungement
23 applications, including review of educator certification and
24 personnel files, by the authority authorized to grant educator
25 certificates;

26 (c) Define criteria for determining whether a reprimand should be
27 expunged; and

28 (d) Establish a process for expungement of a reprimand from
29 records maintained by the Washington professional educator standards
30 board or the office of the superintendent of public instruction.

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

35 NEW SECTION. **Sec. 309.** A new section is added to chapter
36 28A.400 RCW to read as follows:

1 A school district employment application may not include a
2 question asking whether the applicant has ever been placed on
3 administrative leave.

4 NEW SECTION. **Sec. 310.** REPRIMAND EXPUNGEMENT REPORT. By
5 December 1, 2020, and in compliance with RCW 43.01.036, the office of
6 the superintendent of public instruction and the Washington
7 professional educator standards board must cooperate to submit a
8 report to the appropriate committees of the legislature that:
9 Summarizes data on the number of reprimand expungement applications
10 reviewed and approved in the prior two years; makes a recommendation
11 on whether the reprimand expungement process under section 308 of
12 this act should be expanded to persons with lapsed certificates; and
13 recommends changes to the statutory requirements of the reprimand
14 expungement process.

15 **PART IV**
16 **STRENGTHENING AND SUPPORTING PROFESSIONAL**
17 **PATHWAYS FOR EDUCATORS—THE COLLABORATIVE**

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

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

30 NEW SECTION. **Sec. 402.** A new section is added to chapter
31 28A.410 RCW to read as follows:

32 THE COLLABORATIVE. (1) For the purpose of this section,
33 "educator" means a paraeducator, teacher, principal, administrator,
34 superintendent, school counselor, school psychologist, school social
35 worker, school nurse, school physical therapist, school occupational
36 therapist, or school speech-language pathologist or audiologist.

1 "Educator" includes persons who hold, or have held, certificates as
2 authorized by rule of the Washington professional educator standards
3 board.

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

8 (b) The collaborative shall examine issues related to educator
9 recruitment, certification, retention, professional learning and
10 development, leadership, and evaluation for effectiveness. The
11 examination must consider what barriers and deterrents hinder the
12 recruitment and retention of professional educators, including those
13 from underrepresented populations. The collaborative shall also
14 consider what incentives and supports could be provided at each stage
15 of an educator's career to produce a more effective educational
16 system. Specifically, the collaborative must review the following
17 issues:

18 (i) Educator recruitment, including the role of school districts,
19 community and technical colleges, preparation programs, and
20 communities, and the efficacy of financial incentives and other types
21 of support on recruitment;

22 (ii) Educator preparation, including traditional and alternative
23 route program design and content, the role of community and technical
24 colleges, field experience duration and quality, the efficacy of
25 financial assistance and incentives on program completion, school
26 district and community connections, and the need for and efficacy of
27 academic and social support for students;

28 (iii) Educator certificate types and tiers, including
29 requirements for an initial or first-tier certificate, requirements
30 for advanced certificates, and requirements that are transferable
31 between certificate types;

32 (iv) Educator certificate renewal requirements, including
33 comparing professional growth plan requirements with the teacher and
34 principal residency certificate renewal requirements established in
35 RCW 28A.410.251;

36 (v) Educator evaluation, including comparison to educator
37 certificate renewal requirements to determine inconsistent or
38 duplicative requirements or efforts, implementation issues and tool
39 refinement, and relationship with educator compensation;

40 (vi) Educator certificate reciprocity;

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

3 (viii) Leadership in the education system, including best
4 practices of high quality leaders, training for principals and
5 administrators, and identifying and developing teachers as leaders;
6 and

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

10 (3) (a) The members of the collaborative must include
11 representatives of the following organizations:

12 (i) The two largest caucuses of the senate and the house of
13 representatives, appointed by the president of the senate and the
14 speaker of the house of representatives, respectively;

15 (ii) The Washington professional educator standards board;

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

17 (iv) The Washington association of colleges for teacher
18 education;

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

20 (vi) The Washington education association;

21 (vii) The Washington association of school administrators;

22 (viii) The association of Washington school principals; and

23 (ix) The association of Washington school counselors.

24 (b) Each organization listed in (a) of this subsection must
25 designate one voting member, except that each legislator is a voting
26 member.

27 (c) The collaborative shall choose its chair or cochairs from
28 among its members.

29 (d) The voting members of the collaborative, where appropriate,
30 may consult with stakeholders, including representatives of other
31 educator associations, or ask stakeholders to establish an advisory
32 committee. Members of such an advisory committee are not entitled to
33 expense reimbursement.

34 (e) The voting members of the collaborative must consult with the
35 student achievement council's office of student financial assistance
36 on issues related to financial incentives, assistance, and supports.

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

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

4 (5) The collaborative must contract with a nonprofit, nonpartisan
5 institute that conducts independent, high quality research to improve
6 education policy and practice and that works with policymakers,
7 researchers, educators, and others to advance evidence-based policies
8 that support equitable learning for each child for the purpose of
9 consultation and guidance on meeting agendas and materials
10 development, meeting facilitation, documenting collaborative
11 discussions and recommendations, locating and summarizing useful
12 policy and research documents, and drafting required reports.

13 (6) Legislative members of the collaborative are reimbursed for
14 travel expenses in accordance with RCW 44.04.120. Nonlegislative
15 members are not entitled to be reimbursed for travel expenses if they
16 are elected officials or are participating on behalf of an employer,
17 governmental entity, or other organization. Any reimbursement for
18 other nonlegislative members is subject to chapter 43.03 RCW.

19 (7) (a) By November 1, 2020, and in compliance with RCW 43.01.036,
20 the collaborative shall submit a preliminary report to the education
21 committees of the legislature that makes recommendations on the
22 educator certificate types, tiers, and renewal issues described in
23 subsection (2) of this section. The report must also describe the
24 activities of the collaborative to date, and include any preliminary
25 recommendations agreed to by the collaborative on other issues
26 described in subsection (2) of this section.

27 (b) By November 1, 2021, and in compliance with RCW 43.01.036,
28 the collaborative shall submit a final report to the education
29 committees of the legislature that describes the activities of the
30 collaborative since the preliminary report and makes recommendations
31 on each issue described in subsection (2) of this section, including
32 the fiscal implications of each recommendation at the state and local
33 level. The report must also describe the expected efficiencies
34 achieved by implementing the recommended comprehensive and
35 coordinated system.

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

37 NEW SECTION. **Sec. 403.** This act is necessary for the immediate
38 preservation of the public peace, health, or safety, or support of

1 the state government and its existing public institutions, and takes
2 effect immediately.

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