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**SUBSTITUTE SENATE BILL 5082**

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**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators McCoy, Hasegawa, Kuderer, and Saldaña)

1 AN ACT Relating to promoting and expanding social emotional  
2 learning; amending RCW 28A.410.270; and adding new sections to  
3 chapter 28A.300 RCW.

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

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

7 (1) The social emotional learning committee is created to promote  
8 and expand social emotional learning. Social emotional learning will  
9 help students build awareness and skills in managing emotions,  
10 setting goals, establishing relationships, and making responsible  
11 decisions that support success in school and life.

12 (2) At a minimum, the committee shall:

13 (a) Develop and implement a statewide framework for social  
14 emotional learning that is trauma-informed, culturally sustaining,  
15 and developmentally appropriate;

16 (b) Review and update as needed the standards and benchmarks for  
17 social emotional learning and the developmental indicators for grades  
18 kindergarten through twelve and confirm they are evidence-based;

19 (c) Align the standards and benchmarks for social emotional  
20 learning with other relevant standards and guidelines including the

1 health and physical education K-12 learning standards and the early  
2 learning and development guidelines;

3 (d) Advise the office of the superintendent of public  
4 instruction's duty under section 2 of this act;

5 (e) Identify best practices or guidance for schools implementing  
6 the standards, benchmarks, and developmental indicators for social  
7 emotional learning;

8 (f) Identify professional development opportunities for teachers  
9 and educational staff and review, update, and align as needed the  
10 social emotional learning online education module;

11 (g) Consider systems for collecting data about social emotional  
12 learning and monitoring implementation efforts;

13 (h) Identify strategies to improve coordination between early  
14 learning, K-12 education, and higher education regarding social  
15 emotional learning; and

16 (i) Engage with stakeholders and seek feedback.

17 (3) The committee must consist of the following members:

18 (a) Four members appointed by the governor in consultation with  
19 the state ethnic commissions, who represent the following  
20 populations: African Americans, Hispanic Americans, Asian Americans,  
21 and Pacific Islander Americans; and

22 (b) One representative from the educational opportunity gap  
23 oversight and accountability committee created in RCW 28A.300.136.

24 (4) The governor and the tribes are encouraged to jointly  
25 designate a total of two members to serve on the committee who have  
26 experience working in and with schools: One member from east of the  
27 crest of the Cascade mountains; and one member from west of the crest  
28 of the Cascade mountains.

29 (5) Additional members of the committee must be appointed by the  
30 office of the superintendent of public instruction to serve on the  
31 committee. Additional members must include:

32 (a) One representative from the department of children, youth,  
33 and families;

34 (b) Two representatives from the office of the superintendent of  
35 public instruction: One with expertise in student support services;  
36 and one with expertise in curriculum and instruction;

37 (c) One representative from the office of the education ombuds;

38 (d) One representative from the state board of education;

39 (e) One representative from the health care authority's division  
40 of behavioral health and recovery;

- 1 (f) One higher educational faculty member with expertise in  
2 social emotional learning;
- 3 (g) One currently employed K-12 educator;
- 4 (h) One currently employed K-12 administrator;
- 5 (i) One school psychologist;
- 6 (j) One school social worker;
- 7 (k) One school counselor;
- 8 (l) One school nurse;
- 9 (m) One mental health counselor;
- 10 (n) One representative from a school parent organization;
- 11 (o) One member from a rural school district;
- 12 (p) One representative from the educational service districts;
- 13 (q) One representative from a coalition of members who educate  
14 about and advocate for access to social emotional learning and skill  
15 development;
- 16 (r) One representative from a statewide expanded learning  
17 opportunities intermediary;
- 18 (s) One representative from a nonprofit organization with  
19 expertise in developing social emotional curricula;
- 20 (t) One representative from a foundation that supports social  
21 emotional learning; and
- 22 (u) One representative from a coalition of youth-serving  
23 organizations working together to improve outcomes for young people.
- 24 (6) The members of the committee shall select the chairs or  
25 cochairs of the committee.
- 26 (7) In addition to other meetings, the committee shall have a  
27 joint meeting once a year with the educational opportunity gap  
28 oversight and accountability committee created in RCW 28A.300.136.
- 29 (8) The office of the superintendent of public instruction shall  
30 provide staff support for the committee.
- 31 (9) Members of the committee shall serve without compensation but  
32 must be reimbursed for travel expenses as provided in RCW 43.03.050  
33 and 43.03.060.
- 34 (10) Beginning June 1, 2021, and annually thereafter, the  
35 committee shall provide a progress report, in compliance with RCW  
36 43.01.036, to the governor and appropriate committees of the  
37 legislature. The report must include accomplishments, state-level  
38 data regarding implementation of social emotional learning,  
39 identification of systemic barriers or policy changes necessary to  
40 promote and expand social emotional learning, and recommendations.

1 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300

2 RCW to read as follows:

3 (1) The office of the superintendent of public instruction shall  
4 adopt the standards and benchmarks recommended by the social  
5 emotional learning benchmarks work group in its October 1, 2016,  
6 final report titled "addressing social emotional learning in  
7 Washington's K-12 public schools."

8 (2) The office of the superintendent of public instruction shall  
9 align the programs it oversees with the standards for social  
10 emotional learning and integrate the standards where appropriate.

11 **Sec. 3.** RCW 28A.410.270 and 2017 3rd sp.s. c 26 s 4 are each  
12 amended to read as follows:

13 (1)(a) The Washington professional educator standards board shall  
14 adopt a set of articulated teacher knowledge, skill, and performance  
15 standards for effective teaching that are evidence-based, measurable,  
16 meaningful, and documented in high quality research as being  
17 associated with improved student learning. The standards shall be  
18 calibrated for each level along the entire career continuum. In  
19 developing the standards, the board shall, to the extent possible,  
20 incorporate standards for cultural competency along the entire  
21 continuum. For the purposes of this subsection, "cultural competency"  
22 includes knowledge of student cultural histories and contexts, as  
23 well as family norms and values in different cultures; knowledge and  
24 skills in accessing community resources and community and parent  
25 outreach; and skills in adapting instruction to students' experiences  
26 and identifying cultural contexts for individual students.

27 (b) The board shall, to the extent possible, incorporate the  
28 standards for social emotional learning adopted under section 2 of  
29 this act along the entire career continuum.

30 (c) The Washington professional educator standards board shall  
31 adopt a definition of master teacher, with a comparable level of  
32 increased competency between professional certification level and  
33 master level as between professional certification level and national  
34 board certification. Within the definition established by the  
35 Washington professional educator standards board, teachers certified  
36 through the national board for professional teaching standards shall  
37 be considered master teachers.

38 (2) The Washington professional educator standards board shall  
39 maintain a uniform, statewide, valid, and reliable classroom-based

1 means of evaluating teacher effectiveness as a culminating measure at  
2 the preservice level that is to be used during the student-teaching  
3 field experience. This assessment shall include multiple measures of  
4 teacher performance in classrooms, evidence of positive impact on  
5 student learning, and shall include review of artifacts, such as use  
6 of a variety of assessment and instructional strategies, and student  
7 work.

8 (3) Award of a professional certificate shall be based on a  
9 minimum of two years of successful teaching experience as defined by  
10 the board, and may not require candidates to enroll in a professional  
11 certification program.

12 (4) Educator preparation programs approved to offer the residency  
13 teaching certificate shall be required to demonstrate how the program  
14 produces effective teachers as evidenced by the measures established  
15 under this section and other criteria established by the Washington  
16 professional educator standards board.

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