State of Washington 60th Legislature 2007 Regular Session

By Representatives Hunter, Anderson, Wallace, Seaquist, Eddy, P. Sullivan, McDermott, Ormsby, McIntire, Pedersen, Rolfes, Barlow, Goodman, Rodne, O'Brien, Kenney, McDonald, Morrell, Newhouse, Hurst, Skinner, Wood and Bailey

Read first time 01/31/2007. Referred to Committee on Education.

AN ACT Relating to improving mathematics and science education; amending RCW 28A.660.005, 28A.660.050, and 28B.102.080; adding a new section to chapter 28A.300 RCW; adding new sections to chapter 28A.660 RCW; creating new sections; providing an expiration date; and declaring an emergency.

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

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

AFTER-SCHOOL MATHEMATICS SUPPORT PROGRAM. (1) The after-school mathematics support program is created to study the effects of intentional, skilled mathematics support included as part of an existing after-school activity program.

(2) The office of the superintendent of public instruction shall provide grants to selected community-based, nonprofit organizations that provide after-school programs and include support for students to learn mathematics.

(3) Grant applicants must demonstrate the capacity to provide assistance in mathematics learning in the following ways:
(a) Identifying the mathematics content and instructional skill of the staff or volunteers assisting students;

(b) Identifying proposed learning strategies to be used, which could include computer-based instructional and skill practice programs and tutoring by adults or other students;

(c) Articulating the plan for connection with school mathematics teachers to coordinate student assistance; and

(d) Articulating the plan for assessing student and program success.

(4) Priority will be given to applicants that propose programs to serve middle school and junior high school students.

(5) The office of the superintendent of public instruction shall evaluate program outcomes and report to the governor and the education committees of the legislature on the outcomes of the grants and make recommendations related to program continuation, program modification, and issues related to program sustainability and possible program expansion. An interim report is due November 1, 2008. The final report is due December 1, 2009.

NEW SECTION. Sec. 2. MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH PROJECT. (1) A mathematics and science instructional coach demonstration project is authorized to develop, pilot, and refine program elements as a first step in the creation of a new instructional staff professional development program. The mathematics and science instructional coach demonstration project coaching program shall consist of a coach development institute, coaching seminars, coaching activities in schools, and program evaluation.

(2) The office of the superintendent of public instruction shall develop a mathematics and science instructional coach program that includes an initial coach development experience for new coaches provided through an institute setting, coaching support seminars, and additional coach development services. The office shall draw upon the experiences of coaches in federally supported elementary literacy programs and other successful programs, research and policy briefs on adult professional development, and research that specifically addresses the instructional environments of middle, junior high, and high schools as well as the unique aspects of the fields of mathematics and science.
(3) The office of the superintendent of public instruction shall design the application process and select the demonstration project participants.

(4) Schools and school districts participating in the demonstration project shall carefully select the individuals to perform the role of mathematics or science instructional coach. Characteristics to be considered for a successful coach include:

(a) Expertise in content area;

(b) Expertise in various instructional methodologies and personalizing learning;

(c) Personal skills that include skilled listening, questioning, trust-building, and problem-solving;

(d) Understanding and appreciation for the differences in adult learners and student learners; and

(e) Capacity for strategic planning and quality program implementation.

(5) The role of the mathematics or science instructional coach is focused on supporting teachers as they apply knowledge, develop skills, polish techniques, and deepen their understanding of content and instructional practices. This work takes a number of forms including: Individualized professional development, department-wide and school-wide professional development, guidance in student data interpretation, and using assessment to guide instruction. Each coach shall be assigned to two schools as part of this project.

(6) Project participants have the following responsibilities:

(a) Mathematics and science coaches shall participate in the coach development institute as well as in coaching support seminars that take place throughout the school year, practice coaching activities as guided by those articulated in the role of the coach in subsection (5) of this section, collect data, and participate in program evaluation activities as requested by the institute pursuant to subsection (7) of this section.

(b) School and district administrators in districts in which the mathematics and science coaches are practicing shall participate in program evaluation activities.

(7) (a) The Washington state institute for public policy shall conduct an evaluation of the mathematics and science instructional coach demonstration project in this section. Data shall be collected
through various instruments including surveys, program and activity
reports, student performance measures, observations, interviews, and
other processes. Findings shall include an evaluation of the coach
development institute, coaching support seminars, and other coach
support activities; recommendations with regard to changes in the
characteristics required of the coaches; identification of changes in
teacher instruction related to coaching activities; and identification
of the satisfaction level with coaching activities as experienced by
classroom teachers and administrators.

(b) The institute for public policy shall report its findings to
the governor, the office of the superintendent of public instruction,
and the education and fiscal committees of the legislature. An interim
report is due November 1, 2008. The final report is due December 1,
2009.

(8) This section expires September 1, 2010.

NEW SECTION. Sec. 3. MATHEMATICS AND SCIENCE REVIEW. (1) The
activities in this section strengthen the learning standards that
implement the goals of RCW 28A.150.210, improve alignment of school
district curriculum to the state standards, and provide assessment
tools that link directly to the state's learning standards and
curriculum. As the state board of education and the office of the
superintendent of public instruction implement the activities in this
section, each agency shall provide a status report of activities and
progress at the beginning of each calendar quarter, beginning with July
1, 2007, to the governor and the chairs and ranking minority members of
the house of representatives and senate education committees.

(2) By December 2007, the state board of education, in cooperation
with the office of the superintendent of public instruction, shall
complete the process by which an independent review of the K-12
mathematics and science standards and essential academic learning
requirements is conducted.

(a) The results of each review shall provide findings and
recommendations to the superintendent of public instruction regarding
changes to the K-12 mathematics and science standards and the essential
academic learning requirements. The findings and recommendations shall
address the incorporation of international performance standards as may
be benchmarked to the content of the trends in international mathematics and science study (TIMSS) and the programme for international student assessment (PISA).

(b) The review in this section shall satisfy the requirement in RCW 28A.655.070(2) for a periodic revision of the essential academic learning requirements.

(3) By December 2007, the state board of education shall:

(a) Incorporate into the state accountability plan the conditions under which school districts are required to use one of the state identified curricula in mathematics or science, or both. The plan shall also describe the conditions for exception to the curriculum requirement. These conditions shall address student performance criteria;

(b) Under RCW 28A.230.090, amend the high school graduation requirement in mathematics to include a minimum of three credits of mathematics. The state board of education shall describe the mathematics content required within the three credits and shall consider requiring content to include that commonly contained in algebra 2. The state board of education shall also consider:

(i) An additional requirement to include requiring mathematics to be included in the student's senior year class schedule;

(ii) Ways to demonstrate mathematics competencies; and

(iii) Conditions for exceptions to a senior year mathematics requirement.

(4) By July 2008, the office of the superintendent of public instruction shall:

(a) Identify no more than three mathematics basic curricula for elementary, middle, junior high, and high school, that align with the new standards resulting from the independent review activities described in this section. Diagnostic and supplemental materials shall also be identified;

(b) Identify no more than three science basic curricula for elementary, middle, junior high, and high school, that align with the new standards resulting from the independent review activities described in this section. Diagnostic and supplemental materials shall also be identified; and

(c) Begin the process revising the Washington assessment of student learning mathematics and science assessments at grade levels four
Sec. 4. RCW 28A.660.005 and 2001 c 158 s 1 are each amended to read as follows:

(1) The legislature finds and declares:
   (a) Teacher qualifications and effectiveness are the most important influences on student learning in schools;
   (b) Preparation of individuals to become well-qualified, effective teachers must be high quality;
   (c) Teachers who complete high-quality alternative route programs with intensive field-based experience, adequate coursework, and strong mentorship do as well or better than teachers who complete traditional preparation programs;
   (d) High-quality alternative route programs can provide more flexibility and expedience for individuals to transition from their current career to teaching;
   (e) High-quality alternative route programs can help school districts fill subject matter shortage areas and areas with shortages due to geographic location;
   (f) Regardless of route, all candidates for residency teacher certification must meet the high standards required by the state; and
   (g) Teachers need an adequate background in subject matter content if they are to teach it well, and should hold full, appropriate credentials in those subject areas.

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

NEW SECTION. Sec. 5. A new section is added to chapter 28A.660 RCW to read as follows:

(1) The pipeline for paraeducators conditional scholarship program is created. Participation is limited to paraeducators without a college degree who have at least three years of classroom experience.
It is anticipated that candidates enrolled in this program will complete their associate of arts degree in a direct transfer agreement mathematics education program at a community and technical college in two years or less and become eligible for a mathematics endorsement and special education endorsement or a mathematics endorsement and an English as a second language endorsement via route one in the alternative routes to teacher certification program provided in this chapter.

(2) Entry requirements for candidates include:
(a) District or building validation of qualifications, including three years of successful student interaction and leadership as a classified instructional employee; and
(b) Acceptance into a direct transfer agreement mathematics education program at a community and technical college.

NEW SECTION. Sec. 6. A new section is added to chapter 28A.660 RCW to read as follows:
(1) The retooling to teach mathematics and science conditional scholarship program is created. Participation is limited to current K-12 teachers and individuals having an elementary education certificate but who are not employed in positions requiring an elementary education certificate. It is anticipated that candidates enrolled in this program will complete the requirements for a mathematics or science endorsement, or both, in two years or less.
(2) Entry requirements for candidates include:
(a) Current K-12 teachers shall pursue a middle level mathematics or science, or secondary mathematics or science endorsement.
(b) Individuals having an elementary education certificate but who are not employed in positions requiring an elementary education certificate shall pursue an endorsement in middle level mathematics or science only.

Sec. 7. RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read as follows:
The conditional scholarship programs in this chapter are created under the following guidelines:
(1) The programs shall be administered by the higher education
coordinating board. In administering the programs, the higher education coordinating board has the following powers and duties:

(a) To adopt necessary rules and develop guidelines to administer the programs;

(b) To collect and manage repayments from participants who do not meet their service obligations; and

(c) To accept grants and donations from public and private sources for the programs.

(2) Requirements for participation in the alternative route conditional scholarship programs are as provided in this subsection (2).

(a) The alternative route conditional scholarship program is limited to interns of the partnership grant programs under RCW 28A.660.040. In order to receive conditional scholarship awards, recipients shall:

(i) Be accepted and maintain enrollment in alternative certification routes through the partnership grant program;

(ii) Continue to make satisfactory progress toward completion of the alternative route certification program and receipt of a residency teaching certificate; and

(iii) Receive no more than the annual amount of the scholarship, not to exceed eight thousand dollars, for the cost of tuition, fees, and educational expenses, including books, supplies, and transportation for the alternative route certification program in which the recipient is enrolled. The board may adjust the annual award by the average rate of resident undergraduate tuition and fee increases at the state universities as defined in RCW 28B.10.016.

(b) The pipeline for paraeducators conditional scholarship program is limited to qualified paraeducators as provided by section 5 of this act. In order to receive conditional scholarship awards, recipients shall:

(i) Be accepted and maintain enrollment in a direct transfer agreement mathematics education program at a community and technical college for no more than two years and attain an associate of arts degree;

(ii) Continue to make satisfactory progress toward completion of an associate of arts degree. This progress requirement is a condition for eligibility into a route one program of the alternative routes to
teacher certification program for a mathematics endorsement and special education endorsement or a mathematics endorsement and an English as a second language endorsement; and

(iii) Receive no more than the annual amount of the scholarship, not to exceed four thousand dollars, for the cost of tuition, fees, and educational expenses, including books, supplies, and transportation for the alternative route certification program in which the recipient is enrolled. The board may adjust the annual award by the average rate of tuition and fee increases at the state community and technical colleges.

(c) The retooling to teach mathematics and science conditional scholarship program is limited to current K-12 teachers and individuals having an elementary education certificate but who are not employed in positions requiring an elementary education certificate as provided by section 6 of this act. In order to receive conditional scholarship awards:

(i) Individuals currently employed as teachers shall pursue a middle level mathematics or science, or secondary mathematics or science endorsement; or

(ii) Individuals who are certificated with an elementary education endorsement, but not employed in positions requiring an elementary education certificate, shall pursue an endorsement in middle level mathematics or science, or both; and

(iii) Individuals shall use one of the pathways to endorsement processes to receive a mathematics or science endorsement, or both, which shall include passing a mathematics or science endorsement test, or both tests, plus observation and completing applicable coursework to attain the proper endorsement; and

(iv) Individuals shall receive no more than the annual amount of the scholarship, not to exceed three thousand dollars, for the cost of tuition, test fees, and educational expenses, including books, supplies, and transportation for the endorsement pathway being pursued.

(3) The Washington professional educator standards board shall select ((interns)) individuals to receive conditional scholarships.

((3) In order to receive conditional scholarship awards, recipients shall be accepted and maintain enrollment in alternative certification routes through the partnership grant program, as provided
Recipients must continue to make satisfactory progress towards completion of the alternative route certification program and receipt of a residency teaching certificate.)

(4) For the purpose of this chapter, a conditional scholarship is a loan that is forgiven in whole or in part in exchange for service as a certificated teacher employed in a Washington state K-12 public school. The state shall forgive one year of loan obligation for every two years a recipient teaches in a public school. Recipients (that) fail to continue a course of study leading to residency teacher certification or cease to teach in a public school in the state of Washington in their endorsement area are required to repay the remaining loan principal with interest.

(5) Recipients who fail to fulfill the required teaching obligation are required to repay the remaining loan principal with interest and any other applicable fees. The higher education coordinating board shall adopt rules to define the terms for repayment, including applicable interest rates, fees, and deferments.

(6) (To the extent funds are appropriated for this specific purpose, the annual amount of the scholarship is the annual cost of tuition, fees, and educational expenses, including books, supplies, and transportation for the alternative route certification program in which the recipient is enrolled, not to exceed eight thousand dollars. The board may adjust the annual award by the average rate of resident undergraduate tuition and fee increases at the state universities as defined in RCW 28B.10.016.

(7) The higher education coordinating board may deposit all appropriations, collections, and any other funds received for the program in this chapter in the future teachers conditional scholarship account authorized in RCW 28B.102.080.

Sec. 8. RCW 28B.102.080 and 2004 c 58 s 9 are each amended to read as follows:

(1) The future teachers conditional scholarship account is created in the custody of the state treasurer. An appropriation is not required for expenditures of funds from the account. The account is not subject to allotment procedures under chapter 43.88 RCW except for moneys used for program administration.
(2) The board shall deposit in the account all moneys received for the future teachers conditional scholarship and loan repayment program and for conditional loan programs under chapter 28A.660 RCW. The account shall be self-sustaining and consist of funds appropriated by the legislature for the future teachers conditional scholarship and loan repayment program, private contributions to the program, ((and)) receipts from participant repayments from the future teachers conditional scholarship and loan repayment program, and conditional loan programs established under chapter 28A.660 RCW. Beginning July 1, 2004, the board shall also deposit into the account: (a) All funds from the institution of higher education loan account that are traceable to any conditional scholarship program for teachers or prospective teachers established by the legislature before June 10, 2004; and (b) all amounts repaid by individuals under any such program.

(3) Expenditures from the account may be used solely for conditional loans and loan repayments to participants in the future teachers conditional scholarship and loan repayment program established by this chapter, conditional scholarships for participants in programs established in chapter 28A.660 RCW, and costs associated with program administration by the board.

(4) Disbursements from the account may be made only on the authorization of the board.

NEW SECTION. Sec. 9. Captions used in this act are not any part of the law.

NEW SECTION. Sec. 10. Section 3 of this act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect immediately.

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