
HOUSE BILL 1139

State of Washington

66th Legislature

2019 Regular Session

By Representatives Santos, Dolan, Callan, Pollet, Reeves, and Bergquist

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

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

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

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

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

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

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

19 REGIONAL RECRUITERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6 **STUDENTS**

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

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

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

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

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

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

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

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

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

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

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

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

32 CAREER CHANGERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5 **PART II**

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

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

16 (2) Therefore, the legislature intends to:

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

18 (b) Remove barriers and disincentives; and

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

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

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

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

3 **FIELD PLACEMENTS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15 (iii) Recommendations for modifying the grant program.

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

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

20 **BASIC SKILLS AND CONTENT TEST ASSISTANCE**

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

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

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

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

36 (b) A financial need verification process;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6 (2) Adopt necessary rules and guidelines;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

32 (a) Not have earned a college degree;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3 CAREER AND TECHNICAL EDUCATION CONDITIONAL SCHOLARSHIP PROGRAM.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19 **TUITION WAIVERS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5 **TEACHER PREPARATION PROGRAM EXPANSION**

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

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

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

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

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

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

13 BEGINNING EDUCATOR SUPPORT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

23 **EVALUATIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

29 (i) Level 1; or

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

37 (i) Level 1; or

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4 **POSTRETIREMENT EMPLOYMENT**

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

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

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

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

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

1 **REPRIMAND EXPUNGEMENT**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21 (vi) Educator certificate reciprocity;

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

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

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

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

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

36 (ii) The Washington professional educator standards board;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

--- END ---