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**SUBSTITUTE SENATE BILL 5813**

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**State of Washington**

**60th Legislature**

**2007 Regular Session**

**By** Senate Committee on Early Learning & K-12 Education (originally sponsored by Senators McAuliffe, Hobbs, Weinstein, Kauffman, Eide, Tom, Rasmussen, Kohl-Welles, Murray, Shin, Marr, Oemig, Kilmer and Delvin)

READ FIRST TIME 02/22/07.

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

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

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

14 (2) The office of the superintendent of public instruction shall  
15 develop a mathematics and science instructional coach program that  
16 includes an initial coach development experience for new coaches  
17 provided through an institute setting, coaching support seminars, and  
18 additional coach development services. The office shall draw upon the  
19 experiences of coaches in federally supported elementary literacy

1 programs and other successful programs, research and policy briefs on  
2 adult professional development, and research that specifically  
3 addresses the instructional environments of middle, junior high, and  
4 high schools as well as the unique aspects of the fields of mathematics  
5 and science.

6 (3) The office of the superintendent of public instruction shall  
7 design the application process and select the demonstration project  
8 participants.

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

13 (a) Expertise in content area;

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

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

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

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

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

30 (6) Project participants have the following responsibilities:

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

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

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

16 (b) The institute for public policy shall report its findings to  
17 the governor, the office of the superintendent of public instruction,  
18 and the education and fiscal committees of the legislature. An interim  
19 report is due November 1, 2008. The final report is due December 1,  
20 2009.

21 (8) This section expires September 1, 2010.

22 NEW SECTION. **Sec. 2. MATHEMATICS AND SCIENCE REVIEW.** (1) Subject  
23 to appropriations for this purpose, the activities in this section  
24 strengthen the learning standards that implement the goals of RCW  
25 28A.150.210, improve alignment of school district curriculum to the  
26 state standards, and provide assessment tools that link directly to the  
27 state's learning standards and curriculum. As the state board of  
28 education and the office of the superintendent of public instruction  
29 implement the activities in this section, each agency shall provide a  
30 status report of activities and progress at the beginning of each  
31 calendar quarter, beginning with July 1, 2007, to the governor and the  
32 chairs and ranking minority members of the house of representatives and  
33 senate education committees.

34 (2) By December 2007, the state board of education, in cooperation  
35 with the office of the superintendent of public instruction, shall  
36 complete the process by which an independent review of the K-12

1 mathematics and science standards and essential academic learning  
2 requirements is conducted.

3 (a) The results of each review shall provide findings and  
4 recommendations to the superintendent of public instruction regarding  
5 changes to the K-12 mathematics and science standards and the essential  
6 academic learning requirements. The findings and recommendations shall  
7 include: (i) Reviewing the essential academic learning requirements  
8 and grade level expectations for clarity, rigor, content, reason, and  
9 any negative qualities; (ii) structuring the essential academic  
10 learning requirements and grade level expectations over the grades as  
11 a sequence of expectations and performances that build with increasing  
12 depth after foundational knowledge and skills are acquired, and that  
13 reflect, where appropriate, the sequential nature of the discipline;  
14 (iii) ensuring that professional development is in line with revised  
15 standards; and (iv) addressing the incorporation of international  
16 performance standards as may be benchmarked to the content of the  
17 trends in international mathematics and science study (TIMSS) and the  
18 programme for international student assessment (PISA). The findings  
19 and recommendations shall also consider to the extent information is  
20 available, the alignment of high school mathematics standards and  
21 essential academic learning requirements at the grade levels  
22 appropriate to the math college readiness standards as developed by the  
23 Washington state board for community and technical colleges.

24 (b) The review in this section shall satisfy the requirement in RCW  
25 28A.655.070(2) for a periodic revision of the essential academic  
26 learning requirements.

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

28 (a) Subject to authorization from the legislature under RCW  
29 28A.305.130(4)(e), incorporate into the state accountability plan the  
30 conditions under which school districts are required to use one of the  
31 state identified curricula in mathematics or science, or both. The  
32 plan shall also describe the conditions for exception to the curriculum  
33 requirement. These conditions shall address student performance  
34 criteria;

35 (b) Under RCW 28A.230.090, amend the high school graduation  
36 requirement in mathematics to include a minimum of three credits of  
37 mathematics. The state board of education shall describe the  
38 mathematics content required within the three credits and shall

1 consider requiring content to include that commonly contained in  
2 algebra 2 and considering content, as appropriate and to the extent  
3 available, aligned to the mathematics college readiness standards as  
4 developed by the Washington state board for community and technical  
5 colleges. The state board of education shall also consider:

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

8 (ii) Ways to demonstrate mathematics competencies; and

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

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

13 (a) Identify no more than three mathematics basic curricula for  
14 elementary, middle, junior high, and high school, that align with the  
15 new standards resulting from the independent review activities  
16 described in this section. Diagnostic, end-of-course assessment  
17 options, and supplemental materials shall also be identified;

18 (b) Identify no more than three science basic curricula for  
19 elementary, middle, junior high, and high school, that align with the  
20 new standards resulting from the independent review activities  
21 described in this section. Diagnostic, end-of-course assessment  
22 options, and supplemental materials shall also be identified; and

23 (c) Begin the process revising the Washington assessment of student  
24 learning mathematics and science assessments at grade levels four  
25 through ten as appropriate to align assessment content with the new  
26 standards and essential academic learning requirements resulting from  
27 the independent reviews provided in subsection (1) of this section.

28 **Sec. 3.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to  
29 read as follows:

30 (1) The legislature finds and declares:

31 ~~((1))~~ (a) Teacher qualifications and effectiveness are the most  
32 important influences on student learning in schools~~((-))~~i

33 ~~((2))~~ (b) Preparation of individuals to become well-qualified,  
34 effective teachers must be high quality~~((-))~~i

35 ~~((3))~~ (c) Teachers who complete high-quality alternative route  
36 programs with intensive field-based experience, adequate coursework,

1 and strong mentorship do as well or better than teachers who complete  
2 traditional preparation programs(~~(-)~~);

3 ~~((+4))~~ (d) High-quality alternative route programs can provide  
4 more flexibility and expedience for individuals to transition from  
5 their current career to teaching(~~(-)~~);

6 ~~((+5))~~ (e) High-quality alternative route programs can help school  
7 districts fill subject matter shortage areas and areas with shortages  
8 due to geographic location(~~(-)~~);

9 ~~((+6))~~ (f) Regardless of route, all candidates for residency  
10 teacher certification must meet the high standards required by the  
11 state; and

12 (g) Teachers need an adequate background in subject matter content  
13 if they are to teach it well, and should hold full, appropriate  
14 credentials in those subject areas.

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

20 NEW SECTION. Sec. 4. A new section is added to chapter 28A.660  
21 RCW to read as follows:

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

31 (2) Entry requirements for candidates include district or building  
32 validation of qualifications, including three years of successful  
33 student interaction and leadership as a classified instructional  
34 employee.

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

1 (1) The retooling to teach mathematics, special education, English  
2 as a second language, and science conditional scholarship program is  
3 created. Participation is limited to current K-12 teachers and  
4 individuals having an elementary education certificate but who are not  
5 employed in positions requiring an elementary education certificate.  
6 It is anticipated that candidates enrolled in this program will  
7 complete the requirements for a mathematics, special education, English  
8 as a second language, or science endorsement, or any combination  
9 thereof, in two years or less.

10 (2) Entry requirements for candidates include current K-12 teachers  
11 pursuing a middle level mathematics, special education, English as a  
12 second language, or science endorsement, or secondary mathematics,  
13 special education, English as a second language, or science  
14 endorsement.

15 **Sec. 6.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read  
16 as follows:

17 The ~~((alternative route))~~ conditional scholarship programs ~~((is))~~  
18 in this chapter are created under the following guidelines:

19 (1) The programs shall be administered by the higher education  
20 coordinating board. In administering the programs, the higher  
21 education coordinating board has the following powers and duties:

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

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

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

28 (2) Requirements for participation in the ~~((alternative route))~~  
29 conditional scholarship programs are as provided in this subsection  
30 (2).

31 (a) The alternative route conditional scholarship program is  
32 limited to interns of the partnership grant programs under RCW  
33 28A.660.040. In order to receive conditional scholarship awards,  
34 recipients shall:

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

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

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

11 (b) The pipeline for paraeducators conditional scholarship program  
12 is limited to qualified paraeducators as provided by section 4 of this  
13 act. In order to receive conditional scholarship awards, recipients  
14 shall:

15 (i) Be accepted and maintain enrollment at a community and  
16 technical college for no more than two years and attain an associate of  
17 arts degree;

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

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

30 (c) The retooling to teach mathematics, special education, English  
31 as a second language, and science conditional scholarship program is  
32 limited to current K-12 teachers and individuals having an elementary  
33 education certificate but who are not employed in positions requiring  
34 an elementary education certificate as provided by section 5 of this  
35 act. In order to receive conditional scholarship awards:

36 (i) Individuals currently employed as teachers shall pursue a  
37 middle level mathematics, special education, English as a second

1 language, or science, or secondary mathematics, special education,  
2 English as a second language, or science endorsement; or

3 (ii) Individuals who are certificated with an elementary education  
4 endorsement, but not employed in positions requiring an elementary  
5 education certificate, shall pursue an endorsement in middle level  
6 mathematics, special education, English as a second language, or  
7 science, or any combination thereof; and

8 (iii) Individuals shall use one of the pathways to endorsement  
9 processes to receive a mathematics, special education, English as a  
10 second language, or science endorsement, or any combination thereof,  
11 which shall include passing a mathematics, special education, English  
12 as a second language, or science endorsement test, or a combination of  
13 tests, plus observation and completing applicable coursework to attain  
14 the proper endorsement; and

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

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

21 ~~((3) In order to receive conditional scholarship awards,~~  
22 ~~recipients shall be accepted and maintain enrollment in alternative~~  
23 ~~certification routes through the partnership grant program, as provided~~  
24 ~~in RCW 28A.660.040. Recipients must continue to make satisfactory~~  
25 ~~progress towards completion of the alternative route certification~~  
26 ~~program and receipt of a residency teaching certificate.))~~

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

36 (5) Recipients who fail to fulfill the required teaching obligation  
37 are required to repay the remaining loan principal with interest and

1 any other applicable fees. The higher education coordinating board  
2 shall adopt rules to define the terms for repayment, including  
3 applicable interest rates, fees, and deferments.

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

12 ~~(7))~~ The higher education coordinating board may deposit all  
13 appropriations, collections, and any other funds received for the  
14 program in this chapter in the ~~((student loan))~~ future teachers  
15 conditional scholarship account authorized in RCW ~~((28B.102.060))~~  
16 28B.102.080.

17 **Sec. 7.** RCW 28B.102.080 and 2004 c 58 s 9 are each amended to read  
18 as follows:

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

24 (2) The board shall deposit in the account all moneys received for  
25 the future teachers conditional scholarship and loan repayment program  
26 and for conditional loan programs under chapter 28A.660 RCW. The  
27 account shall be self-sustaining and consist of funds appropriated by  
28 the legislature for the future teachers conditional scholarship and  
29 loan repayment program, private contributions to the program, ~~((and))~~  
30 receipts from participant repayments from the future teachers  
31 conditional scholarship and loan repayment program, and conditional  
32 loan programs established under chapter 28A.660 RCW. Beginning July 1,  
33 2004, the board shall also deposit into the account: (a) All funds  
34 from the institution of higher education loan account that are  
35 traceable to any conditional scholarship program for teachers or  
36 prospective teachers established by the legislature before June 10,  
37 2004; and (b) all amounts repaid by individuals under any such program.

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

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

9 NEW SECTION. Sec. 8. Captions used in this act are not any part  
10 of the law.

11 NEW SECTION. Sec. 9. Section 2 of this act is necessary for the  
12 immediate preservation of the public peace, health, or safety, or  
13 support of the state government and its existing public institutions,  
14 and takes effect immediately.

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