
ENGROSSED SECOND SUBSTITUTE SENATE BILL 5813

State of Washington

60th Legislature

2007 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators McAuliffe, Hobbs, Weinstein, Kauffman, Eide, Tom, Rasmussen, Kohl-Welles, Murray, Shin, Marr, Oemig, Kilmer and Delvin)

READ FIRST TIME 03/05/07.

1 AN ACT Relating to improving mathematics, technology, English as a
2 second language, special education, and science education; amending RCW
3 28A.660.005, 28A.660.050, 28B.102.080, 28A.230.130, and 28A.230.130;
4 adding new sections to chapter 28A.660 RCW; adding a new section to
5 chapter 28A.300 RCW; adding a new section to chapter 28A.655 RCW;
6 adding a new section to chapter 28B.76 RCW; creating new sections;
7 providing an effective date; and providing expiration dates.

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

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

17 (2) The office of the superintendent of public instruction shall
18 develop a mathematics and science instructional coach program that
19 includes an initial coach development experience for new coaches

1 provided through an institute setting, coaching support seminars, and
2 additional coach development services. The office shall draw upon the
3 experiences of coaches in federally supported elementary literacy
4 programs and other successful programs, research and policy briefs on
5 adult professional development, and research that specifically
6 addresses the instructional environments of middle, junior high, and
7 high schools as well as the unique aspects of the fields of mathematics
8 and science.

9 (3) The office of the superintendent of public instruction shall
10 design the application process and select the demonstration project
11 participants.

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

16 (a) Expertise in content area;

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

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

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

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

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

33 (6) Project participants have the following responsibilities:

34 (a) Mathematics and science coaches shall participate in the coach
35 development institute as well as in coaching support seminars that take
36 place throughout the school year, practice coaching activities as
37 guided by those articulated in the role of the coach in subsection (5)

1 of this section, collect data, and participate in program evaluation
2 activities as requested by the institute pursuant to subsection (7) of
3 this section.

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

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

19 (b) The institute for public policy shall report its findings to
20 the governor, the office of the superintendent of public instruction,
21 and the education and fiscal committees of the legislature. An interim
22 report is due November 1, 2008. The final report is due December 1,
23 2009.

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

25 **Sec. 2.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to
26 read as follows:

27 (1) The legislature finds and declares:

28 ~~((1))~~ (a) Teacher qualifications and effectiveness are the most
29 important influences on student learning in schools~~((1))~~;

30 ~~((2))~~ (b) Preparation of individuals to become well-qualified,
31 effective teachers must be high quality~~((2))~~;

32 ~~((3))~~ (c) Teachers who complete high-quality alternative route
33 programs with intensive field-based experience, adequate coursework,
34 and strong mentorship do as well or better than teachers who complete
35 traditional preparation programs~~((3))~~;

36 ~~((4))~~ (d) High-quality alternative route programs can provide

1 more flexibility and expedience for individuals to transition from
2 their current career to teaching(~~(-)~~);

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

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

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

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

17 NEW SECTION. Sec. 3. A new section is added to chapter 28A.660
18 RCW to read as follows:

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

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

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

34 (1) The retooling to teach mathematics and science conditional
35 scholarship program is created. Participation is limited to current K-
36 12 teachers and individuals having an elementary education certificate

1 but who are not employed in positions requiring an elementary education
2 certificate. It is anticipated that candidates enrolled in this
3 program will complete the requirements for a mathematics or science
4 endorsement, or both, in two years or less.

5 (2) Entry requirements for candidates include current K-12 teachers
6 pursuing a middle level mathematics or science endorsement, or
7 secondary mathematics or science endorsement.

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

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

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

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

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

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

21 (2) Requirements for participation in the ~~((alternative route))~~
22 conditional scholarship programs are as provided in this subsection
23 (2).

24 (a) The alternative route conditional scholarship program is
25 limited to interns of the partnership grant programs under RCW
26 28A.660.040. In order to receive conditional scholarship awards,
27 recipients shall:

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

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

33 (iii) Receive no more than the annual amount of the scholarship,
34 not to exceed eight thousand dollars, for the cost of tuition, fees,
35 and educational expenses, including books, supplies, and transportation
36 for the alternative route certification program in which the recipient

1 is enrolled. The board may adjust the annual award by the average rate
2 of resident undergraduate tuition and fee increases at the state
3 universities as defined in RCW 28B.10.016.

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

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

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

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

23 (c) The retooling to teach mathematics and science conditional
24 scholarship program is limited to current K-12 teachers and individuals
25 having an elementary education certificate but who are not employed in
26 positions requiring an elementary education certificate as provided by
27 section 5 of this act. In order to receive conditional scholarship
28 awards:

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

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

36 (iii) Individuals shall use one of the pathways to endorsement
37 processes to receive a mathematics or science endorsement, or both,

1 which shall include passing a mathematics or science endorsement test,
2 or both tests, plus observation and completing applicable coursework to
3 attain the proper endorsement; and

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

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

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

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

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

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

1 ~~(7))~~) The higher education coordinating board may deposit all
2 appropriations, collections, and any other funds received for the
3 program in this chapter in the ~~((student loan))~~ future teachers
4 conditional scholarship account authorized in RCW ~~((28B.102.060))~~
5 28B.102.080.

6 **Sec. 6.** RCW 28B.102.080 and 2004 c 58 s 9 are each amended to read
7 as follows:

8 (1) The future teachers conditional scholarship account is created
9 in the custody of the state treasurer. An appropriation is not
10 required for expenditures of funds from the account. The account is
11 not subject to allotment procedures under chapter 43.88 RCW except for
12 moneys used for program administration.

13 (2) The board shall deposit in the account all moneys received for
14 the future teachers conditional scholarship and loan repayment program
15 and for conditional loan programs under chapter 28A.660 RCW. The
16 account shall be self-sustaining and consist of funds appropriated by
17 the legislature for the future teachers conditional scholarship and
18 loan repayment program, private contributions to the program, ~~((and))~~
19 receipts from participant repayments from the future teachers
20 conditional scholarship and loan repayment program, and conditional
21 loan programs established under chapter 28A.660 RCW. Beginning July 1,
22 2004, the board shall also deposit into the account: (a) All funds
23 from the institution of higher education loan account that are
24 traceable to any conditional scholarship program for teachers or
25 prospective teachers established by the legislature before June 10,
26 2004; and (b) all amounts repaid by individuals under any such program.

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

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

35 NEW SECTION. **Sec. 7.** The legislature finds that knowledge,
36 skills, and opportunities in mathematics, science, and technology

1 should be increased for all students in Washington. The legislature
2 intends to foster capacity between and among the educational sectors to
3 enable continuous and sustainable growth of the learning and teaching
4 of mathematics, science, and technologies. The legislature intends to
5 foster high quality mathematics, science, and technology programs to
6 increase the number of students in the kindergarten through twelfth
7 grade pipeline who are prepared and aspire to continue in the areas of
8 mathematics, science, and technology, whether it be at a college,
9 university, or in the workforce.

10 **Sec. 8.** RCW 28A.230.130 and 2003 c 49 s 2 are each amended to read
11 as follows:

12 (1) All public high schools of the state shall provide a program,
13 directly or in cooperation with a community college or another school
14 district, for students whose educational plans include application for
15 entrance to a baccalaureate-granting institution after being granted a
16 high school diploma. The program shall help these students to meet at
17 least the minimum entrance requirements under RCW 28B.10.050.

18 (2) All public high schools of the state shall provide a program,
19 directly or in cooperation with a community or technical college, a
20 skills center, an apprenticeship committee, or another school district,
21 for students who plan to pursue career or work opportunities other than
22 entrance to a baccalaureate-granting institution after being granted a
23 high school diploma. These programs may:

24 (a) Help students demonstrate the application of essential academic
25 learning requirements to the world of work, occupation-specific skills,
26 knowledge of more than one career in a chosen pathway, and
27 employability and leadership skills; and

28 (b) Help students demonstrate the knowledge and skill needed to
29 prepare for industry certification, and/or have the opportunity to
30 articulate to postsecondary education and training programs.

31 (3) Within funds specifically appropriated therefor, a middle
32 school that receives approval from the office of the superintendent of
33 public instruction to provide a career and technical program directly
34 to students shall receive funding at the same rate as a high school
35 operating a similar program. Additionally, a middle school that
36 provides a hands-on experience in math and science with an integrated

1 curriculum of academic content and career and technical education, and
2 includes a career and technical education exploratory component shall
3 also qualify for the career and technical education funding.

4 (4) The state board of education, upon request from local school
5 districts, may grant waivers from the requirements to provide the
6 program described in subsections (1) and (2) of this section for
7 reasons relating to school district size and the availability of staff
8 authorized to teach subjects which must be provided. In considering
9 waiver requests related to programs in subsection (2) of this section,
10 the state board of education shall consider the extent to which the
11 school district has offered such programs before the 2003-04 school
12 year.

13 **Sec. 9.** RCW 28A.230.130 and 2006 c 263 s 407 are each amended to
14 read as follows:

15 (1) All public high schools of the state shall provide a program,
16 directly or in cooperation with a community college or another school
17 district, for students whose educational plans include application for
18 entrance to a baccalaureate-granting institution after being granted a
19 high school diploma. The program shall help these students to meet at
20 least the minimum entrance requirements under RCW 28B.10.050.

21 (2) All public high schools of the state shall provide a program,
22 directly or in cooperation with a community or technical college, a
23 skills center, an apprenticeship committee, or another school district,
24 for students who plan to pursue career or work opportunities other than
25 entrance to a baccalaureate-granting institution after being granted a
26 high school diploma. These programs may:

27 (a) Help students demonstrate the application of essential academic
28 learning requirements to the world of work, occupation-specific skills,
29 knowledge of more than one career in a chosen pathway, and
30 employability and leadership skills; and

31 (b) Help students demonstrate the knowledge and skill needed to
32 prepare for industry certification, and/or have the opportunity to
33 articulate to postsecondary education and training programs.

34 (3) Within funds specifically appropriated therefor, a middle
35 school that receives approval from the office of the superintendent of
36 public instruction to provide a career and technical program directly
37 to students shall receive funding at the same rate as a high school

1 operating a similar program. Additionally, a middle school that
2 provides a hands-on experience in math and science with an integrated
3 curriculum of academic content and career and technical education, and
4 includes a career and technical education exploratory component shall
5 also qualify for the career and technical education funding.

6 NEW SECTION. Sec. 10. A new section is added to chapter 28A.300
7 RCW to read as follows:

8 The superintendent of public instruction shall provide support for
9 statewide coordination for math, science, and technology, including
10 employing a statewide director for math, science, and technology. The
11 duties of the director shall include, but not be limited to:

12 (1) Within funds specifically appropriated therefor, obtain a
13 statewide license, or otherwise obtain and disseminate, an interactive,
14 project-based high school and middle school technology curriculum that
15 includes a comprehensive professional development component for
16 teachers and, if possible, counselors, and also includes a systematic
17 program evaluation. The curriculum must be distributed to all school
18 districts, or as many as feasible, by the 2007-08 school year;

19 (2) Within funds specifically appropriated therefor, supporting a
20 public-private partnership to assist school districts with implementing
21 an ongoing, inquiry-based science program that is based on a research-
22 based model of systemic reform and aligned with the Washington state
23 science grade level expectations;

24 (3) Within funds specifically appropriated therefor, supporting a
25 public-private partnership to provide enriching opportunities in
26 mathematics, engineering, and science for underrepresented students in
27 grades kindergarten through twelve using exemplary materials and
28 instructional approaches;

29 (4) In an effort to increase precollege and prework interest in
30 math, science, and technology fields, in collaboration with the
31 community and technical colleges, the four-year institutions of higher
32 education, and the workforce training and education coordinating board,
33 conducting outreach efforts to attract middle and high school students
34 to careers in math, science, and technology and to educate students
35 about the coursework that is necessary to be adequately prepared to
36 succeed in these fields;

1 (5) Coordinating youth opportunities in math, science, and
2 technology, including facilitating student participation in school
3 clubs, state-level fairs, national competitions, and encouraging
4 partnerships between students and university faculty or industry to
5 facilitate such student participation;

6 (6) Developing and maintaining public-private partnerships to
7 generate business and industry assistance to accomplish the following:

8 (a) Increasing student engagement and career awareness, including
9 increasing student participation in the youth opportunities in
10 subsection (5) of this section;

11 (b) Creation and promotion of student scholarships, internships,
12 and apprenticeships;

13 (c) Provision of relevant teacher experience and training,
14 including on-the-job professional development opportunities;

15 (d) Upgrading kindergarten through twelfth grade school equipment
16 and facilities to support high quality math, science, and technology
17 programs;

18 (7) Assembling a cadre of inspiring speakers employed or
19 experienced in the relevant fields to speak to kindergarten through
20 twelfth grade students to demonstrate the breadth of the opportunities
21 in the relevant fields as well as share the types of coursework that is
22 necessary for someone to be successful in the relevant field;

23 (8) Providing technical assistance to schools and school districts,
24 including working with counselors in support of the math, science, and
25 technology programs; and

26 (9) Reporting annually to the legislature about the actions taken
27 to provide statewide coordination for math, science, and technology.

28 NEW SECTION. **Sec. 11.** A new section is added to chapter 28A.655
29 RCW to read as follows:

30 (1) Within funds specifically appropriated therefor, by December 1,
31 2008, the superintendent of public instruction shall develop essential
32 academic learning requirements and grade level expectations for
33 educational technology literacy and technology fluency that identify
34 the knowledge and skills that all public school students need to know
35 and be able to do in the areas of technology and technology literacy.
36 The development process shall include a review of current standards
37 that have been developed or are used by other states and national and

1 international technology associations. To the maximum extent possible,
2 the superintendent shall integrate goal four and the knowledge and
3 skill areas in the other goals in the technology essential academic
4 learning requirements.

5 (a) As used in this section, "technology literacy" means the
6 ability to responsibly, creatively, and effectively use appropriate
7 technology to communicate; access, collect, manage, integrate, and
8 evaluate information; solve problems and create solutions; build and
9 share knowledge; and improve and enhance learning in all subject areas
10 and experiences.

11 (b) Technology fluency builds upon technology literacy and is
12 demonstrated when students: Apply technology to real-world
13 experiences; adapt to changing technologies; modify current and create
14 new technologies; and personalize technology to meet personal needs,
15 interests, and learning styles.

16 (2)(a) Within funds specifically appropriated therefor, the
17 superintendent shall obtain or develop education technology assessments
18 that may be administered in the elementary, middle, and high school
19 grades to assess the essential academic learning requirements for
20 technology. The assessments shall be designed to be classroom or
21 project-based so that they can be embedded in classroom instruction and
22 be administered and scored by school staff throughout the regular
23 school year using consistent scoring criteria and procedures. By the
24 2010-11 school year, these assessments shall be made available to
25 school districts for the districts' voluntary use. If a school
26 district uses the assessments created under this section, then the
27 school district shall notify the superintendent of public instruction
28 of the use. The superintendent shall report annually to the
29 legislature on the number of school districts that use the assessments
30 each school year.

31 (b) Beginning December 1, 2010, and annually thereafter, the
32 superintendent of public instruction shall provide a report to the
33 relevant legislative committees regarding the use of the assessments.

34 NEW SECTION. **Sec. 12.** A new section is added to chapter 28B.76
35 RCW to read as follows:

36 As part of the state needs assessment process conducted by the
37 board in accordance with RCW 28B.76.230, the board shall assess the

1 need for additional baccalaureate degree programs in Washington that
2 specialize in teacher preparation in mathematics, science, and
3 technology. If the board determines that there is a need for
4 additional programs, then the board shall encourage the appropriate
5 institutions of higher education or institutional sectors to create
6 such a program.

7 NEW SECTION. **Sec. 13.** Captions used in this act are not any part
8 of the law.

9 NEW SECTION. **Sec. 14.** Section 8 of this act expires September 1,
10 2009.

11 NEW SECTION. **Sec. 15.** Section 9 of this act takes effect
12 September 1, 2009.

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