
SUBSTITUTE HOUSE BILL 1906

State of Washington 60th Legislature 2007 Regular Session

By House Committee on Education (originally sponsored by Representatives Hunter, Anderson, Wallace, Seaquist, Eddy, P. Sullivan, McDermott, Ormsby, McIntire, Pedersen, Rolfes, Barlow, Goodman, Rodne, O'Brien, Kenney, McDonald, Morrell, Newhouse, Hurst, Skinner, Wood and Bailey)

READ FIRST TIME 2/28/07.

1 AN ACT Relating to improving mathematics and science education;
2 amending RCW 28A.660.005, 28A.660.050, and 28B.102.080; adding a new
3 section to chapter 28A.305 RCW; adding a new section to chapter 28A.300
4 RCW; adding a new section to chapter 28A.415 RCW; adding new sections
5 to chapter 28A.660 RCW; adding a new section to chapter 28B.10 RCW;
6 adding a new section to chapter 28A.320 RCW; creating new sections; and
7 declaring an emergency.

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

9 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.305
10 RCW to read as follows:

11 MATHEMATICS AND SCIENCE STANDARDS AND CURRICULUM. (1) The
12 activities in this section strengthen the state learning standards and
13 improve alignment of school district curriculum and the state
14 assessment system to the state standards.

15 (2)(a) The governor shall appoint two advisory panels, one for
16 mathematics and one for science. The mathematics and science advisory
17 panels shall advise the state board of education regarding essential
18 academic learning requirements, learning standards, and state-
19 identified curricula in mathematics and science. The purpose of the

1 panels is to enable an objective third-party review of the
2 recommendations of the expert consultants under subsection (3) of this
3 section and to provide a public and transparent forum for considering
4 learning standards and curricula in mathematics and science.

5 (b) Each panel shall be comprised of not more than sixteen members
6 with exemplary subject matter competency as follows:

7 (i) Four individuals from academia with extensive and recognized
8 mathematics or science expertise;

9 (ii) Four individuals from business and industry in mathematics or
10 science-related fields;

11 (iii) Four mathematics or science educators; and

12 (iv) Four parents.

13 (c) Each member of each panel shall be compensated in accordance
14 with RCW 43.03.240 and reimbursed for travel expenses in accordance
15 with RCW 43.03.050 and 43.03.060. School districts shall be reimbursed
16 for the cost of substitutes for the mathematics and science educators
17 on the panels as required under RCW 28A.300.035. Members of the panels
18 who are employed by a public institution of higher education shall be
19 provided sufficient time away from their regular duties, without loss
20 of benefits or privileges, to fulfill the responsibilities of being a
21 panel member.

22 (d) Panel members shall not have conflicts of interest with regard
23 to association with any publisher, distributor, or provider of
24 curriculum, assessment, or test materials and services purchased by or
25 contracted through the office of the superintendent of public
26 instruction, educational service districts, or school districts.

27 (e) Each panel shall convene not less than semiannually for the
28 first three years after its appointment.

29 (3)(a) By December 1, 2007, the state board of education, after
30 considering the recommendations of an expert national consultant who
31 must be retained by the state board and the advice of the mathematics
32 advisory panel, shall adopt revised learning standards and essential
33 academic learning requirements in mathematics. The standards shall be
34 consistent with the standards in countries whose students demonstrate
35 high performance on the trends in international mathematics and science
36 study and shall be benchmarked to the key standards identified for each
37 grade level in the California mathematics framework for public schools.

1 The standards shall also align with an end-of-course assessment system
2 for high school mathematics.

3 (b) By June 30, 2008, the state board of education, after
4 considering the recommendations of an expert national consultant who
5 must be retained by the state board and the advice of the science
6 advisory panel, shall adopt revised learning standards and essential
7 academic learning requirements in science. The standards shall be
8 consistent with the standards in countries whose students demonstrate
9 high performance on the trends in international mathematics and science
10 study. The standards shall also align with an end-of-course assessment
11 system for high school science.

12 (4) By December 1, 2007, the state board of education shall also:

13 (a) Revise the high school graduation requirements under RCW
14 28A.230.090 to include a minimum of three credits of mathematics, one
15 of which may be a career and technical course equivalency in
16 mathematics, and prescribe the mathematics content in the three
17 required credits;

18 (b) Consider requiring content in the three credits of mathematics
19 that includes algebra II;

20 (c) Consider requiring mathematics to be taken by students in their
21 senior year of high school and consider conditions for exceptions to
22 such a requirement; and

23 (d) Examine ways for students to demonstrate mathematics
24 competencies.

25 (5)(a) By July 1, 2008, the state board of education, after
26 considering the advice of the mathematics advisory panel, shall
27 identify no more than three mathematics curricula each for elementary,
28 middle, and high school grade spans. The state-identified curricula
29 shall align with the learning standards and essential academic learning
30 requirements adopted under subsection (3) of this section.

31 (b) By December 1, 2008, the state board of education, after
32 considering the advice of the science advisory panel, shall identify no
33 more than three science curricula each for elementary, middle, and high
34 school grade spans. The state-identified curricula shall align with
35 the learning standards and essential academic learning requirements
36 adopted under subsection (3) of this section.

37 (c) For the purposes of this section, "curricula" includes
38 textbooks, diagnostic and classroom-based assessments, professional

1 development guides, and other supplemental instructional materials. At
2 least one of the mathematics and science curricula in each grade span
3 must be available to schools and parents online at no cost to the
4 school or parent.

5 (d) The superintendent of public instruction shall enter into and
6 administer master price agreements or joint purchasing contracts with
7 vendors of the state-identified curricula under this section. The
8 agreements or contracts shall comply with all applicable state or
9 federal law.

10 (e) Subject to funds appropriated for this purpose, school
11 districts that adopt one or more of the state-identified curricula
12 after the curricula have been identified by the state board of
13 education shall be reimbursed by the office of the superintendent of
14 public instruction for the cost of purchasing the curricula.

15 (f) Nothing in this section requires a school district to use one
16 of the recommended curricula under this subsection (5). However, the
17 statewide accountability plan adopted by the state board of education
18 under RCW 28A.305.130 shall recommend conditions under which school
19 districts should be required to use one of the state-identified
20 curricula. The plan shall also describe the conditions for exception
21 to the curriculum requirement, such as the use of integrated academic
22 and career and technical education curriculum. Required use of the
23 state-identified curricula as an intervention strategy must be
24 authorized by the legislature as required by RCW 28A.305.130(4)(e)
25 before implementation.

26 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
27 RCW to read as follows:

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

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

36 (3) Grant applicants must demonstrate the capacity to provide
37 assistance in mathematics learning in the following ways:

1 (a) Identifying the mathematics content and instructional skill of
2 the staff or volunteers assisting students;

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

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

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

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

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

19 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.415
20 RCW to read as follows:

21 MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH PROGRAM. (1) A
22 mathematics and science instructional coach program is authorized,
23 which shall consist of a coach development institute, coaching
24 seminars, coaching activities in schools, and program evaluation.

25 (2) The office of the superintendent of public instruction shall
26 develop a mathematics and science instructional coach program that
27 includes an initial coach development experience for new coaches
28 provided through an institute setting, coaching support seminars, and
29 additional coach development services. The office shall draw upon the
30 experiences of coaches in federally supported elementary literacy
31 programs and other successful programs, research and policy briefs on
32 adult professional development, and research that specifically
33 addresses the instructional environments of middle, junior high, and
34 high schools as well as the unique aspects of the fields of mathematics
35 and science.

36 (3) The office of the superintendent of public instruction shall
37 design the application process and select the program participants.

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

5 (a) Expertise in content area;

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

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

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

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

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

22 (6) Program participants have the following responsibilities:

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

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

33 (7)(a) The Washington state institute for public policy shall
34 conduct an evaluation of the mathematics and science instructional
35 coach program in this section. Data shall be collected through various
36 instruments including surveys, program and activity reports, student
37 performance measures, observations, interviews, and other processes.
38 Findings shall include an evaluation of the coach development

1 institute, coaching support seminars, and other coach support
2 activities; recommendations with regard to the characteristics required
3 of the coaches; identification of changes in teacher instruction
4 related to coaching activities; and identification of the satisfaction
5 level with coaching activities as experienced by classroom teachers and
6 administrators.

7 (b) The institute for public policy shall report its findings to
8 the governor, the office of the superintendent of public instruction,
9 and the education and fiscal committees of the legislature. An interim
10 report is due November 1, 2008. The final report is due December 1,
11 2009.

12 **Sec. 4.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to
13 read as follows:

14 (1) The legislature finds and declares:

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

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

19 ~~((+3))~~ (c) Teachers who complete high-quality alternative route
20 programs with intensive field-based experience, adequate coursework,
21 and strong mentorship do as well or better than teachers who complete
22 traditional preparation programs~~((-))~~i

23 ~~((+4))~~ (d) High-quality alternative route programs can provide
24 more flexibility and expedience for individuals to transition from
25 their current career to teaching~~((-))~~i

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

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

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

35 (2) The legislature recognizes widespread concerns about the
36 potential for teacher shortages and finds that classified instructional

1 staff in public schools, current certificated staff, and unemployed
2 certificate holders represent a great untapped resource for recruiting
3 ((the)) more teachers ((of the future)) in critical shortage areas.

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

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

17 (2) Entry requirements for candidates include:

18 (a) District or building validation of qualifications, including
19 three years of successful student interaction and leadership as a
20 classified instructional employee; and

21 (b) Acceptance into a direct transfer agreement mathematics
22 education program at a community and technical college.

23 NEW SECTION. Sec. 6. A new section is added to chapter 28A.660
24 RCW to read as follows:

25 (1) The retooling to teach mathematics and science conditional
26 scholarship program is created. Participation is limited to current K-
27 12 teachers and individuals having an elementary education certificate
28 but who are not employed in positions requiring an elementary education
29 certificate. It is anticipated that candidates enrolled in this
30 program will complete the requirements for a mathematics or science
31 endorsement, or both, in two years or less.

32 (2) Entry requirements for candidates include:

33 (a) Current K-12 teachers shall pursue a middle level mathematics
34 or science, or secondary mathematics or science endorsement.

35 (b) Individuals having an elementary education certificate but who

1 are not employed in positions requiring an elementary education
2 certificate shall pursue an endorsement in middle level mathematics or
3 science only.

4 **Sec. 7.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read
5 as follows:

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

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

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

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

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

17 (2) Requirements for participation in the ~~((alternative route))~~
18 conditional scholarship programs are as provided in this subsection
19 (2).

20 (a) The alternative route conditional scholarship program is
21 limited to interns of the partnership grant programs under RCW
22 28A.660.040. In order to receive conditional scholarship awards,
23 recipients shall:

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

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

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

36 (b) The pipeline for paraeducators conditional scholarship program

1 is limited to qualified paraeducators as provided by section 5 of this
2 act. In order to receive conditional scholarship awards, recipients
3 shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

35 ~~(7))~~ The higher education coordinating board may deposit all
36 appropriations, collections, and any other funds received for the
37 program in this chapter in the ~~((student loan))~~ future teachers

1 conditional scholarship account authorized in RCW (~~28B.102.060~~)
2 28B.102.080.

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

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

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

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

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

32 NEW SECTION. **Sec. 9.** A new section is added to chapter 28B.10 RCW
33 to read as follows:

34 (1) By September 1, 2008, the University of Washington, in
35 collaboration with representatives of the four-year institutions of
36 higher education, the state board for community and technical colleges,

1 and the transition math project, shall revise the Washington
2 mathematics placement test to serve as a common college readiness test
3 for all two and four-year institutions of higher education.

4 (2) The revised mathematics placement test shall be implemented by
5 all two and four-year institutions of higher education by September 1,
6 2009. All two and four-year institutions of higher education must use
7 a common performance standard on the mathematics placement test for
8 purposes of determining college readiness in mathematics. The
9 performance standard must be publicized to all high schools in the
10 state.

11 (3) Four-year institutions of higher education that use a test
12 other than the revised Washington mathematics placement test for the
13 purposes of placing students into appropriate mathematics courses at
14 college entry must publicize the test and the necessary scores and
15 courses on the internet.

16 (4) The four-year institutions of higher education shall not
17 provide precollege-level course work in mathematics. The four-year
18 institutions of higher education shall notify enrolled students who do
19 not place into college-level course work in mathematics that they may
20 enroll in precollege-level course work at a community or technical
21 college or an independent institution of higher education.

22 NEW SECTION. **Sec. 10.** A new section is added to chapter 28A.320
23 RCW to read as follows:

24 (1) Beginning in the fall of 2009, school districts shall provide
25 all high school students enrolled in the district the option of taking
26 the mathematics placement test developed by the University of
27 Washington under section 9 of this act once at no cost to the students.
28 Districts shall encourage, but not require, students to take the test
29 in their junior or senior year of high school.

30 (2) The office of the superintendent of public instruction shall
31 reimburse each district for the costs incurred by the district in
32 providing students the opportunity to take the mathematics placement
33 test.

34 NEW SECTION. **Sec. 11.** Beginning September 1, 2007, through
35 December 1, 2008, the state board of education shall provide a status
36 report at the beginning of each calendar quarter on the activities and

1 progress in completing the requirements under section 1 of this act.
2 The report shall be provided to the governor and the members of the
3 education committees of the senate and the house of representatives.

4 NEW SECTION. **Sec. 12.** Captions used in this act are not any part
5 of the law.

6 NEW SECTION. **Sec. 13.** Section 1 of this act is necessary for the
7 immediate preservation of the public peace, health, or safety, or
8 support of the state government and its existing public institutions,
9 and takes effect immediately.

--- END ---