
SUBSTITUTE SENATE BILL 5955

State of Washington

60th Legislature

2007 Regular Session

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

READ FIRST TIME 02/26/07.

1 AN ACT Relating to educator preparation, professional development,
2 and compensation; amending RCW 28A.310.350; adding new sections to
3 chapter 28A.415 RCW; adding a new section to chapter 28A.405 RCW; and
4 creating new sections.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.415
7 RCW to read as follows:

8 SCHOOL DISTRICT LEADERSHIP ACADEMY. (1) Research supports the
9 value of quality school and school district leadership. Effective
10 leadership is critical to improving student learning and transforming
11 underperforming schools and school districts into world-class learning
12 centers.

13 (2) A public-private partnership is established to develop, pilot,
14 and implement the Washington state leadership academy to focus on the
15 development and enhancement of personal leadership characteristics and
16 the teaching of effective practices and skills demonstrated by school
17 and district administrators who are successful managers and
18 instructional leaders. It is the goal of the academy to provide state-
19 of-the-art programs and services across the state.

1 (3) Academy partners include the state superintendent and principal
2 professional associations, private nonprofit foundations, institutions
3 of higher education, the professional educator standards board, the
4 office of the superintendent of public instruction, educational service
5 districts, and other entities identified by the partners. The partners
6 shall designate an independent organization to act as the fiscal agent
7 for the academy and shall establish a board of directors to oversee and
8 direct the academy's finances, services, and programs. The academy
9 shall be supported by a national research institution with demonstrated
10 expertise in educational leadership.

11 (4) Initial development of academy course content and activities
12 shall be supported by private funds. Initial tasks of the academy are
13 to:

14 (a) Finalize a comprehensive design of the academy and the
15 development of the curriculum frameworks for a comprehensive leadership
16 development program that includes coursework, practicum, mentoring, and
17 evaluation components;

18 (b) Develop curriculum for individual leadership topics;

19 (c) Pilot the curriculum and all program components; and

20 (d) Modify the comprehensive design, curriculum coursework,
21 practicum, and mentoring programs based on the research results gained
22 from pilot activities.

23 (5) The board of directors shall report semiannually to the
24 superintendent of public instruction on the financial contributions
25 provided by foundations and other organizations to support the work of
26 the academy. The board of directors shall report by December 31st each
27 year to the superintendent of public instruction on the programs and
28 services provided, numbers of participants in the various academy
29 activities, evaluation activities regarding program and participant
30 outcomes, and plans for the academy's future development.

31 (6) The board of directors shall identify possible areas to better
32 coordinate with and make recommendations for changes in superintendent
33 and principal preparation programs, the administrator licensure system,
34 and continuing education requirements.

35 NEW SECTION. **Sec. 2.** PROFESSIONAL EDUCATOR STANDARDS BOARD
36 DUTIES. (1) The purpose of the duties in this section for the
37 professional educator standards board is to take the next steps in

1 developing quality teaching knowledge and skill in the state's teaching
2 ranks. The duties build upon the current teacher development
3 foundation that requires demonstrated teaching competency, requires
4 evidence of positive impact on student learning, and focuses on
5 furthering state kindergarten through twelfth grade learning goals
6 through instructional skill alignment.

7 (2) The professional educator standards board shall:

8 (a) By December 2007:

9 (i) Adopt new knowledge and skill standards that prepare all
10 individuals seeking residency teacher certification to integrate
11 mathematics across all content areas; and

12 (ii) Adopt new certification requirements for individuals seeking
13 residency teacher certification as elementary education or middle level
14 and secondary mathematics teachers to assure adequate content and
15 instructional strategy preparation to teach to the kindergarten through
16 twelfth grades state mathematics and science standards;

17 (b) By June 2009:

18 (i) Set performance standards and develop, pilot, and implement a
19 uniform and external professional-level certification assessment based
20 on demonstrated teaching skill. In the development of this assessment,
21 consideration shall be given to changes in professional certification
22 program components such as the culminating seminar;

23 (ii) Summarize its work in the development of the assessment in
24 (b)(i) of this subsection in the annual reports required by RCW
25 28A.410.240; and

26 (iii) Review and revise the standards for higher education teacher
27 preparation programs to incorporate updated practices to enhance
28 teacher success in a knowledge and skill-based performance system that
29 emphasizes strong content, applied learning, and personal, meaningful
30 connections with students; and

31 (c) By December 2009, review and revise as needed teacher
32 preparation standards and requirements to focus on diversity in
33 cultural knowledge and respect.

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

36 MATHEMATICS AND SCIENCE TEACHER PROFESSIONAL DEVELOPMENT. (1)
37 Targeted professional development programs, to be known as learning

1 improvement days, are authorized to further the development of
2 outstanding mathematics, science, and reading teaching and learning
3 opportunities in the state of Washington.

4 (2) The expected outcomes of this program are:

5 (a) Provision of meaningful, targeted professional development for
6 all teachers in mathematics, science, or reading;

7 (b) Increased knowledge and instructional skill for mathematics,
8 science, or reading teachers;

9 (c) Increased use of curriculum materials with supporting
10 diagnostic and supplemental materials that align with state standards;

11 (d) Skillful guidance for students participating in alternative
12 assessment activities;

13 (e) Increased rigor of course offerings especially in mathematics,
14 science, and reading;

15 (f) Increased student opportunities for focused, applied
16 mathematics and science classes;

17 (g) Increased student success on state achievement measures; and

18 (h) Increased student appreciation of the value and uses of
19 mathematics, science, and reading knowledge and exploration of related
20 careers.

21 (3) For the 2007-08 and 2008-09 school years, school districts
22 receiving professional development resources for learning improvement
23 days are directed to conduct the following activities:

24 (a) For middle school and junior high school mathematics teachers:

25 (i) During the 2007-08 school year the focus shall be on
26 development of basic mathematics knowledge and instructional skills;
27 and

28 (ii) During the 2008-09 school year the focus shall be on
29 implementing new international mathematics standards;

30 (b) For middle school and junior high school science teachers:

31 (i) During the 2007-08 school year the focus shall be on
32 examination of student science assessment data and identification of
33 science knowledge and skill areas in need of additional instructional
34 attention; and

35 (ii) During the 2008-09 school year the focus is on implementing
36 new international science standards;

37 (c) For high school mathematics teachers:

1 (i) During the 2007-08 school year the focus shall be on
2 implementing state mathematics learning modules, the segmented
3 mathematics class and assessment program, the collection of evidence
4 alternative assessment and basic mathematics knowledge, and
5 instructional skills; and

6 (ii) During the 2008-09 school year the focus shall be on
7 implementing new international mathematics standards;

8 (d) For high school science teachers:

9 (i) During the 2007-08 school year the focus shall be on
10 examination of student science assessment data and identification of
11 science knowledge and skill areas in need of additional instructional
12 attention; and

13 (ii) During the 2008-09 school year the focus shall be on
14 implementing new international science standards;

15 (e) For middle and high school language arts teachers: For the
16 2007-08 and 2008-09 school years, the focus shall be on development of
17 reading knowledge and instructional skills.

18 (4) School districts receiving resources under this section shall
19 submit reports to the superintendent of public instruction regarding
20 the use of the funds. The superintendent of public instruction and the
21 office of financial management shall collaborate on required report
22 content and format.

23 (5) Beginning with the 2009-10 school year, the focus for
24 professional development resources and activities may be adjusted.

25 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.415
26 RCW to read as follows:

27 PROFESSIONAL DEVELOPMENT LEARNING OPPORTUNITIES. (1) The
28 superintendent of public instruction and the educational service
29 districts shall create a partnership to develop and deliver
30 professional development learning opportunities, including learning
31 improvement days, if funded, as referenced in section 3 of this act,
32 for educators that fulfill the goals and address the specific targeted
33 activities described in this section. The partnership shall:

34 (a) Support school districts by providing professional development
35 leadership, courses, and consultation services to school districts in
36 their implementation of the professional development activities
37 described in this section; and

1 (b) Support one another in the delivery of state-level and
2 regional-level professional development activities such as state
3 conferences and regional accountability institutes.

4 (2) Each educational service district shall enter into a
5 performance agreement with the superintendent of public instruction to
6 clearly articulate partner responsibilities and to assure fidelity for
7 the delivery of professional development initiatives including job-
8 embedded practices. Components of such performance agreement shall
9 include:

10 (a) Participation in the development of various professional
11 development workshops, programs, and activities;

12 (b) Characteristics and qualifications of professional development
13 staff supported by the program;

14 (c) Methods to ensure consistent delivery of professional
15 development services; and

16 (d) Reporting responsibilities related to services provided,
17 program participation, outcomes, and recommendations for service
18 improvement.

19 **Sec. 5.** RCW 28A.310.350 and 1977 ex.s. c 283 s 10 are each amended
20 to read as follows:

21 The basic core services and cost upon which educational service
22 districts are budgeted shall include, but not be limited to, the
23 following:

24 (1) Educational service district administration and facilities such
25 as office space, maintenance and utilities;

26 (2) Cooperative administrative services such as assistance in
27 carrying out procedures to abolish sex and race bias in school
28 programs, fiscal services, grants management services, special
29 education services and transportation services;

30 (3) Personnel services such as certification/registration services;

31 (4) Learning resource services such as audio visual aids;

32 (5) Cooperative curriculum services such as health promotion and
33 health education services, in-service training, workshops and
34 assessment; (~~and~~)

35 (6) Professional development services identified by statute or the
36 omnibus appropriations act; and

37 (7) Special needs of local education agencies.

1 NEW SECTION. **Sec. 6.** FINDINGS--NATIONAL BOARD FOR PROFESSIONAL
2 TEACHING STANDARDS CERTIFICATION. The legislature finds and declares:

3 (1) The national board for professional teaching standards has
4 established high and rigorous standards for what highly accomplished
5 teachers should know and be able to do in order to increase student
6 learning results;

7 (2) The national board for professional teaching standards
8 certifies teachers who meet these standards through a rigorous,
9 performance-based assessment process;

10 (3) A certificate awarded by the national board attests that a
11 teacher has met high and rigorous standards and has demonstrated the
12 ability to make sound professional judgments about how to best meet
13 students' learning needs and effectively help students meet challenging
14 academic standards;

15 (4) The process of national board assessment is the most rigorous
16 advanced certification process in the teaching profession; and

17 (5) Teachers who attain national board certification should be
18 acknowledged and rewarded in order to encourage more teachers to pursue
19 certification for the benefit of Washington students.

20 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.405
21 RCW to read as follows:

22 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION--
23 BONUSES. Certificated instructional staff who have attained
24 certification from the national board for professional teaching
25 standards shall receive an annual bonus each year in which they
26 maintain certification from the national board. The annual bonus for
27 national board certification is provided in addition to compensation
28 received under a district's salary schedule adopted in accordance with
29 RCW 28A.405.200 and shall not be included in calculations of a
30 district's average salary and associated salary limitations under RCW
31 28A.400.200. The bonus shall be five thousand dollars in the 2007-08
32 school year. Thereafter, the amount of the annual bonus shall increase
33 by inflation.

34 NEW SECTION. **Sec. 8.** For the 2007-08 and 2008-09 school years,
35 twenty teachers, from middle, junior high, and high schools, each year
36 shall be provided professional development to implement a specialized

1 science, technology, engineering, and mathematics curriculum in their
2 school. Schools shall apply to the office of the superintendent of
3 public instruction for the learning improvement days program in section
4 3 of this act.

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

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