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SECOND SUBSTITUTE SENATE BILL 5955

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State of Washington

60th Legislature

2007 Regular Session

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

READ FIRST TIME 03/05/07.

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. The learning improvement  
4 days created in this section shall not be considered part of the  
5 definition of basic education.

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

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

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

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

13 (d) Skillful guidance for students participating in alternative  
14 assessment activities;

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

17 (f) Increased student opportunities for focused, applied  
18 mathematics and science classes;

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

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

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

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

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

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

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

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

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

1 (c) For high school mathematics teachers:

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

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

9 (d) For high school science teachers:

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

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

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

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

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

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

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

35 (a) Support school districts by providing professional development  
36 leadership, courses, and consultation services to school districts in

1 their implementation of the professional development activities  
2 described in this section; and

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

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

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

14 (b) Characteristics and qualifications of professional development  
15 staff supported by the program;

16 (c) Methods to ensure consistent delivery of professional  
17 development services; and

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

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

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

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

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

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

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

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

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

3       (7) Special needs of local education agencies.

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

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

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

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

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

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

23       NEW SECTION. Sec. 7. A new section is added to chapter 28A.405  
24 RCW to read as follows:

25       NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION--  
26 BONUSES. (1) Certificated instructional staff who have attained  
27 certification from the national board for professional teaching  
28 standards shall receive an annual bonus each year in which they  
29 maintain certification from the national board. The annual bonus for  
30 national board certification is provided in addition to compensation  
31 received under a district's salary schedule adopted in accordance with  
32 RCW 28A.405.200 and shall not be included in calculations of a  
33 district's average salary and associated salary limitations under RCW  
34 28A.400.200. The bonus shall be five thousand dollars in the 2007-08  
35 school year. Thereafter, the amount of the annual bonus shall increase  
36 by inflation.

1           (2)    Certificated instructional staff who have attained  
2 certification from the national board for professional teaching  
3 standards shall be eligible for bonuses in addition to that provided by  
4 subsection (1) of this section if the individual is in an instructional  
5 assignment in a school in which at least seventy percent of the  
6 students qualify for the free or reduced-price lunch program.

7           (3) The amount of the additional bonus under subsection (2) of this  
8 section for those meeting the qualifications of subsection (2) of this  
9 section is five thousand dollars.

10           NEW SECTION.   **Sec. 8.** For the 2007-08 and 2008-09 school years,  
11 twenty teachers, from middle, junior high, and high schools, each year  
12 shall be provided professional development to implement a specialized  
13 science, technology, engineering, and mathematics curriculum in their  
14 school. Schools shall apply to the office of the superintendent of  
15 public instruction for the learning improvement days program in section  
16 3 of this act.

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

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