

---

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1565

---

State of Washington

68th Legislature

2023 Regular Session

**By** House Appropriations (originally sponsored by Representatives Ortiz-Self, Santos, Berry, Simmons, Reeves, Fey, Ryu, Alvarado, Bronoske, Goodman, Gregerson, Doglio, Paul, Peterson, Lekanoff, Ramel, Bergquist, Reed, Pollet, Timmons, and Macri)

READ FIRST TIME 02/24/23.

1       AN ACT Relating to supporting and strengthening the professional  
2 education workforce through recruitment, residency, research, and  
3 retention strategies; amending RCW 28A.415.265, 28A.655.210,  
4 28A.300.507, 28A.410.300, and 28A.410.210; adding a new section to  
5 chapter 28A.410 RCW; adding a new section to chapter 28A.655 RCW;  
6 adding a new chapter to Title 28A RCW; creating new sections; and  
7 providing expiration dates.

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

9       **Online Platform for the Recruitment and Hiring of Public School**  
10                                   **Employees**

11       NEW SECTION.   **Sec. 1.**   (1) By October 1, 2024, in compliance with  
12 RCW 43.01.036, the office of the superintendent of public instruction  
13 shall report to the appropriate committees of the legislature on the  
14 results of a feasibility study for the development and implementation  
15 of an online platform for the recruitment and hiring of public school  
16 employees that meets the requirements of this section. The office of  
17 the superintendent of public instruction shall contract with a  
18 research entity that has sufficient expertise to conduct the  
19 feasibility study.

(2) The feasibility of including the following functions and features in the online platform must be studied:

(a) A job posting and search or filter function that allows for efficient searching or filtering of job postings by job seekers;

(b) A resume storage and search or filter function that allows for efficient searching or filtering of resumes by employers;

(c) A common employment application with a customizable form for employers to add additional questions;

(d) Integration with other relevant state databases;

(e) A description of and links to the websites of Washington professional educator standards board-approved educator preparation programs; and

(f) Links to websites describing state and federal financial aid available to develop and support the workforce of the public school system, including the educator conditional scholarship and loan repayment programs under chapter 28B.102 RCW.

(3) The feasibility study must consider the extent to which existing applications, platforms, and other technologies may be repurposed to produce an online platform with the functions and features described in subsection (2) of this section.

(4) In conducting the feasibility study, the contractor must consult with the office of the superintendent of public instruction, the Washington professional educator standards board, the employment security department, educational service districts, and representatives of school districts, school building leaders, and school staff.

(5) This section expires August 1, 2025.

### **Teacher Residency Program**

NEW SECTION. **Sec. 2.** DEFINITIONS. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Board" means the Washington professional educator standards board.

(2) "Cohort" means a group of residents enrolled in the same teacher preparation program who begin their residencies at the same time and have the same anticipated completion date.

1 (3) "Consortium" means a group of school districts, state-tribal  
2 education compact schools, or both, that partner with a teacher  
3 preparation program to support a cohort of residents.

4 (4) "Office" means the office of the superintendent of public  
5 instruction.

6 (5) "Preservice mentor" means a teacher who:

7 (a) Has at least three years' teaching experience;

8 (b) Has at least three consecutive years of performance  
9 evaluations under RCW 28A.405.100 with a performance rating of level  
10 3 or above;

11 (c) To the extent possible, has an endorsement deemed by the  
12 board to be equivalent to the endorsement area sought by the  
13 preservice mentor's resident or has at least three years' experience  
14 teaching in the content area of the resident's desired endorsement;  
15 and

16 (d) Has been trained and selected using the tool developed under  
17 section 16 of this act.

18 (6) "Residency" means a yearlong preservice clinical practice in  
19 a public elementary or secondary school in which the resident  
20 coteaches with a preservice mentor, while the resident concurrently  
21 completes teacher preparation program coursework.

22 (7) "Resident" means a person enrolled in a board-approved  
23 teacher preparation program who is participating in a teacher  
24 residency program.

25 (8) "Teacher preparation program" means a teacher preparation  
26 program approved by the board.

27 NEW SECTION. **Sec. 3. PROGRAM REQUIREMENTS AND APPROVAL PROCESS.**

28 (1) The office and the board shall collaborate to establish an  
29 application and approval process for a school district, state-tribal  
30 education compact school, or consortium, in partnership with a  
31 teacher preparation program seeking approval to operate a teacher  
32 residency program.

33 (2) At a minimum, a teacher residency program must meet the  
34 following requirements:

35 (a) Residents receive compensation equivalent to first year  
36 paraeducators, as defined in RCW 28A.413.010;

37 (b) Each resident is assigned a preservice mentor;

38 (c)(i) Except as provided in (c)(ii) of this subsection (2), each  
39 preservice mentor is assigned to one resident.

(ii) On a case-by-case basis, the office and the board may approve an individual preservice mentor to be assigned up to two residents;

(d) Preservice mentors receive a stipend of \$2,500 per year;

(e) Residents receive at least 900 hours of preservice clinical practice over the course of the school year;

(f) At least half of the residency hours specified in (e) of this subsection are in a coteaching setting with the resident's preservice mentor and the other half of the residency hours are in a coteaching setting with another teacher;

(g) Residents may not be assigned the lead or primary responsibility for student learning;

(h) Residents are in a cohort of 15 to 20;

(i) Preservice mentors use the preservice mentor and induction standards developed under section 16 of this act;

(j) Coursework taught during the residency is codesigned by the teacher preparation program and the school district, state-tribal education compact school, or consortium, tightly integrated with residents' preservice clinical practice, and focused on developing culturally responsive teachers;

(k) The program must prepare residents to meet or exceed the knowledge, skills, performance, and competency standards described in RCW 28A.410.270(1); and

(l) Any additional requirements in the partnership agreement entered into as required under section 5 of this act.

**NEW SECTION.** **Sec. 4.** GRANTS. (1) Subject to the availability of amounts appropriated for this specific purpose, and as required by this section, the office, in collaboration with the board, shall award grants to school districts, state-tribal education compact schools, or consortia, with teacher residency programs approved under section 3 of this act. Grants must be prioritized to communities that are anticipated to be most positively impacted by teacher residents who fill teacher vacancies upon completing the teacher residency program and who remain in the communities in which they are mentored.

(2) For the 2024-25 and 2025-26 school years, grants must be prioritized to teacher residency programs at school districts, state-tribal education compact schools, or consortia, with the highest percentages of teachers with limited certificates, and to support at least three cohorts of residents seeking an endorsement in special

1 education or early childhood special education and at least two  
2 cohorts of residents seeking an endorsement in bilingual education.

3 (3) Beginning with the 2026-27 school year, the office and the  
4 board shall collaborate to determine additional grant award criteria.

5 NEW SECTION. **Sec. 5.** PARTNERSHIP AGREEMENT. (1)(a) The office  
6 and the board shall collaborate to develop and publish a model  
7 agreement for school districts, state-tribal education compact  
8 schools, or consortia, and teacher preparation programs partnering to  
9 operate teacher residency programs.

10 (b) The model agreement must include the following provisions:

11 (i) The teacher preparation program must provide feedback and  
12 instructional support to preservice mentors and to residents in  
13 curricula, instructional design and planning, and pedagogical  
14 practice;

15 (ii) The school district, state-tribal education compact school,  
16 or consortium must support residents in navigating the teacher  
17 residency program, as well as school processes and structures; and

18 (iii) An affirmation by the school district, state-tribal  
19 education compact school, or consortium of its capacity and intent to  
20 hire its residents into teaching positions, with preference for  
21 positions in the resident's endorsement area.

22 (2) A school district, state-tribal education compact school, or  
23 consortium, and a teacher preparation program intending to operate a  
24 teacher residency program shall enter into a partnership agreement  
25 using the model agreement developed under subsection (1) of this  
26 section.

27 NEW SECTION. **Sec. 6.** RESIDENCY PRESERVICE MENTORING AND  
28 INDUCTION STANDARDS. School districts, state-tribal education compact  
29 schools, and consortia must use the standards for preservice  
30 mentoring and induction of residents developed under section 16 of  
31 this act.

32 NEW SECTION. **Sec. 7.** RESIDENT AND PRESERVICE MENTOR SCREENING  
33 TOOLS. School districts, state-tribal education compact schools, and  
34 consortia must use the screening tools developed under section 16 of  
35 this act.

1        NEW SECTION.    **Sec. 8.**    DATA COLLECTION. School districts, state-  
2    tribal education compact schools, consortia, and teacher preparation  
3    programs partnering to operate teacher residency programs shall  
4    submit teacher residency program data at the time and in the manner  
5    required by the office and the board.

6        NEW SECTION.    **Sec. 9.**    ADVISORY COUNCIL. (1) The board, in  
7    collaboration with the office, shall coordinate and regularly convene  
8    an advisory council of education partners. The advisory council must  
9    include representatives of state associations representing teachers,  
10   principals, administrators, school board members, and families. The  
11   advisory council must study problems of practice within the teacher  
12   residency programs and to guide and steer decisions for continuous  
13   improvement of the teacher residency programs that result in positive  
14   outcomes for students, school districts, state-tribal education  
15   compact schools, consortia, teacher preparation programs, preservice  
16   mentors, and residents participating in the teacher residency  
17   programs.

18        (2) By October 1, 2026, in compliance with RCW 43.01.036, the  
19   advisory council shall report to the appropriate committees of the  
20   legislature with its recommendations for improving the teacher  
21   residency program to increase positive outcomes as described in  
22   subsection (1) of this section.

23        (3) This section expires June 30, 2033.

24        NEW SECTION.    **Sec. 10.**    EVALUATION OF EFFECTIVENESS. (1) The  
25   board shall contract with a nonprofit and nonpartisan organization to  
26   evaluate the effectiveness and impacts of the teacher residency  
27   program over at least the first four years of implementation. The  
28   nonprofit and nonpartisan organization must have at least seven years  
29   of experience conducting high quality research to improve evidence-  
30   based education policies and practices that support empowering and  
31   equitable learning for all students. By November 1, 2028, and in  
32   accordance with RCW 43.01.036, the board shall submit a report of the  
33   evaluation to the appropriate committees of the legislature.

34        (2) This section expires August 1, 2029.

35        NEW SECTION.    **Sec. 11.**    RULE-MAKING AUTHORITY. The office and the  
36   board may adopt rules under chapter 34.05 RCW that are necessary for  
37   the effective and efficient implementation of this chapter.

1        NEW SECTION.        **Sec. 12.**        Sections 2 through 11 of this act  
2        constitute a new chapter in Title 28A RCW.

3                                **Teacher Exchange Program Report**

4        NEW SECTION.        **Sec. 13.**        (1) By October 1, 2023, and in compliance  
5        with RCW 43.01.036, the office of the superintendent of public  
6        instruction must submit to the appropriate committees of the  
7        legislature a report recommending whether and how the state should  
8        establish a teacher exchange program.

9                (2) At a minimum, the report must include:

10              (a) The benefits and challenges of implementing a teacher  
11        exchange program in Washington;

12              (b) Whether, and to what extent, a teacher exchange program would  
13        create opportunities for professional growth for teachers in  
14        Washington and other countries, facilitate cross-cultural awareness  
15        and enrichment, and address Washington's teacher workforce  
16        challenges;

17              (c) A list of letters, memoranda of understanding, or other  
18        documents addressing issues such as teacher qualifications, including  
19        licensure and experience, any United States visa requirements, and  
20        estimated teacher expenses and salary information, drafted to  
21        facilitate establishment and implementation of teacher exchange  
22        programs in Washington; and

23              (d) An estimate of the costs to the state and to school districts  
24        to implement a teacher exchange program.

25              (3) In developing its recommendations, the office of the  
26        superintendent of public instruction must consult with:

27              (a) School districts with experience implementing teacher  
28        exchanges and school districts interested in participating in a  
29        teacher exchange program;

30              (b) The United States department of state regarding the federal  
31        exchange visitor program requirements of 22 C.F.R. Part 62; and

32              (c) United States embassies and education agencies of other  
33        countries.

34              (4) This section expires June 30, 2024.

35                                **Educator Preparation and Workforce Program Improvement Report**

NEW SECTION. **Sec. 14.** (1) By October 1, 2024, and in compliance with RCW 43.01.036, the Washington professional educator standards board shall submit a report to the appropriate committees of the legislature with recommendations for the improvement of the quality and effectiveness of educator preparation and workforce programs. The report must: (a) Compare the requirements of the teacher residency program established in this act and registered teacher apprenticeship programs; (b) include recommendations to increase educator certification reciprocity for residency, professional, and other certificate tiers; and (c) include proposals for better coordination between educator preparation partners and opportunities for educator preparation and workforce program improvement and expansion.

(2) This section expires August 1, 2025.

## Preservice and Inservice Mentoring

**Sec. 15.** RCW 28A.415.265 and 2019 c 295 s 302 are each amended to read as follows:

~~(1) ((For the purposes of this section, a mentor educator is a teacher, educational staff associate, or principal who:~~

~~(a) Has successfully completed training in assisting, coaching, and advising beginning principals, beginning educational staff associates, beginning teachers, or student teachers as defined by the office of the superintendent of public instruction;~~

~~(b) Has been selected using mentor standards developed by the office of the superintendent of public instruction; and~~

~~(c) Is participating in ongoing mentor skills professional development.~~

(2)(a)) The beginning educator support team program is established to (~~provide professional development and mentoring for beginning principals, beginning educational staff associates, beginning teachers, and candidates in alternative route teacher certification programs under chapter 28A.660 RCW~~) improve beginning educator quality and increase beginning educator retention.

(2)(a) The state beginning educator support team program, administered by the office of the superintendent of public instruction, must support local beginning educator support team programs by:



1        (i) Providing technical assistance, intentional and sustained  
2 professional learning opportunities, and induction coaching services  
3 to school leaders and mentors;

4        (ii) Facilitating collaborative, coordinated learning between  
5 local beginning educator support team programs; and

6        (iii) Allocating grants to local beginning educator support team  
7 programs as provided in subsection (3) of this section.

8        (b) The office of the superintendent of public instruction shall  
9 notify school districts and state-tribal education compact schools  
10 about the beginning educator support team program and encourage  
11 ~~((districts to apply))~~ application for program funds.

12        (3) Subject to the availability of amounts appropriated for this  
13 specific purpose, the office of the superintendent of public  
14 instruction shall allocate funds for the implementation of a local  
15 beginning educator support team program, with the components  
16 described in subsection (5) of this section, on a competitive basis  
17 to individual school districts, consortia of districts, or state-  
18 tribal compact schools. In allocating funds, the office of the  
19 superintendent of public instruction shall give priority to:

20        (a) Schools and districts identified for comprehensive or  
21 targeted support and improvement as required under the federal  
22 elementary and secondary education act;

23        (b) School districts with a large influx of beginning principals,  
24 beginning educational staff associates, or beginning classroom  
25 teachers; ~~((and))~~

26        (c) School districts and state-tribal education compact schools  
27 that ~~((demonstrate an understanding of the research-based standards~~  
28 ~~for beginning educator induction developed by the office of the~~  
29 ~~superintendent of public instruction))~~ have not recently been  
30 allocated funds under this subsection (3) and exhibit a readiness to  
31 implement a local beginning educator support team program; and

32        (d) School districts and state-tribal education compact schools  
33 expanding existing local beginning educator support team programs.

34        (4) A portion of the ~~((appropriated funds may be used for program~~  
35 ~~coordination and provision of statewide or regional professional~~  
36 ~~development through))~~ funds appropriated under subsection (3) of this  
37 section may be used by the office of the superintendent of public  
38 instruction for activities under subsection (2) of this section.

39        (5) A local beginning educator support team program must include  
40 the following components:

1 (a) A paid instructional orientation or individualized assistance  
2 for beginning educators before the start of the school year (~~for~~  
3 ~~program participants~~));

4 (b) A trained and qualified mentor assigned to each (~~program~~  
5 ~~participant~~) beginning educator for up to three years, with  
6 intensive support in the first year and decreasing support in  
7 subsequent years;

8 (c) A goal to provide (~~program participants~~) beginning  
9 educators from underrepresented populations with a mentor who has  
10 strong ties to underrepresented populations;

11 (d) Ongoing professional (~~development~~) learning designed to  
12 meet the unique needs of each (~~program participant~~) beginning  
13 educator for supplemental training and skill development;

14 (e) Initial and ongoing professional (~~development~~) learning for  
15 mentors;

16 (f) Release time for mentors and (~~program participants~~)  
17 beginning educators to work together, as well as time for (~~program~~  
18 ~~participants~~) beginning educators to observe accomplished peers;

19 (g) To the extent possible, a school or classroom assignment that  
20 is appropriate for a beginning (~~principal, beginning educational~~  
21 ~~staff associate, or beginning teacher~~) educator;

22 (h) Nonevaluative observations with written feedback for  
23 (~~program participants~~) beginning educators;

24 (i) Support for beginning educators in understanding and  
25 participating in the state and district evaluation process and using  
26 the instructional framework, leadership framework, or both, to  
27 promote growth;

28 (j) Adherence to research-based standards for beginning educator  
29 induction developed by the office of the superintendent of public  
30 instruction; (~~and~~)

31 (k) Alignment to the standards of practice developed by the  
32 Washington professional educator standards board under RCW  
33 28A.410.260; and

34 (l) A program evaluation that identifies program strengths and  
35 gaps using the standards for beginning educator induction, the  
36 retention of beginning educators, and positive impact on student  
37 growth for (~~program participants~~) beginning educators.

38 (6) The local beginning educator support team program components  
39 under subsection (5) of this section may be provided for continuous

1 improvement coaching to support educators on probation under RCW  
2 28A.405.100.

3 (7) The definitions in this subsection apply throughout this  
4 section unless the context clearly requires otherwise.

5 (a) "Beginning educator" means a first-year through third-year  
6 principal, first-year through third-year teacher, and first-year  
7 through third-year educational staff associate.

8 (b) "Mentor" means a certificated principal, certificated  
9 teacher, or certificated educational staff associate who:

10 (i) Has had the certificate for at least three years;

11 (ii) For principals and teachers, has at least three consecutive  
12 years of performance evaluations under RCW 28A.405.100 with a  
13 performance rating of level 3 or above;

14 (iii) Has successfully completed training in assisting, coaching,  
15 and advising beginning principals, beginning educational staff  
16 associates, or beginning teachers;

17 (iv) Has been selected using mentor standards developed by the  
18 office of the superintendent of public instruction and aligned to the  
19 standards of practice developed by the Washington professional  
20 educator standards board under RCW 28A.410.260;

21 (v) Is assigned to a beginning educator in a similar role or  
22 field as the mentor, and for teachers, to the extent possible, has an  
23 endorsement deemed by the Washington professional educator standards  
24 board to be equivalent to the endorsement area sought by the  
25 beginning educator; and

26 (vi) Is participating in ongoing mentor skills professional  
27 development.

28 NEW SECTION. Sec. 16. A new section is added to chapter 28A.410  
29 RCW to read as follows:

30 (1) The Washington professional educator standards board shall  
31 collaborate with the office of the superintendent of public  
32 instruction to develop and periodically update:

33 (a) Standards for preservice mentoring and induction of  
34 preservice teachers, including residents as defined in section 2 of  
35 this act, based on the standards for beginning educator mentoring and  
36 induction developed under RCW 28A.415.265; and

37 (b) Model screening tools for the identification and selection of  
38 residents and preservice mentors, as defined in section 2 of this  
39 act.

(2) The standards and model screening tools developed under subsection (1) of this section must be posted on the website of the Washington professional educator standards board.

#### **Educator Workforce Research**

NEW SECTION. **Sec. 17.** A new section is added to chapter 28A.655 RCW to read as follows:

(1) The office of the superintendent of public instruction and the Washington professional educator standards board shall collect, organize, and analyze data to make determinations about the quality and effectiveness of educator workforce programs.

(2) At a minimum, the educator workforce programs referenced under this section include:

(a) Washington professional educator standards board-approved educator preparation programs;

(b) Pilot projects implementing the bilingual educator initiative under RCW 28A.180.120;

(c) Beginning educator support team programs under RCW 28A.415.265;

(d) Recruiting Washington teachers program under RCW 28A.415.370; and

(e) Teacher residency program under chapter 28A.--- RCW (the new chapter created in section 12 of this act).

(3) At a minimum, collected data must include educator demographics, assessment scores, program completion rates, endorsement completion rates, program completer rates of retention in the profession, and program costs to the state and to the program participant.

(4) At a minimum, collected data must be analyzed and used to support, evaluate, and approve the programs listed in subsection (2) of this section.

(5) The data collected under this section must be maintained in the K-12 education data improvement system established under RCW 28A.655.210.

**Sec. 18.** RCW 28A.655.210 and 2009 c 548 s 202 are each amended to read as follows:

(1) ~~((It is the legislature's intent to establish a))~~ A comprehensive K-12 education data improvement system for financial,

1 student, and educator data is established. The objective of the  
2 system is to monitor student progress, have information on the  
3 quality of the educator workforce, monitor and analyze the costs of  
4 programs, provide for financial integrity and accountability, and  
5 have the capability to link across these various data components by  
6 student, by class, by ~~((teacher))~~ certificated instructional staff,  
7 by certificated administrative staff, by paraeducator, by school, by  
8 district, by educator's preparation program, and statewide. Education  
9 data systems must be flexible and able to adapt to evolving needs for  
10 information, but there must be an objective and orderly data  
11 governance process for determining when changes are needed and how to  
12 implement them. ~~((It is the further intent of the legislature to~~  
13 ~~provide independent review and evaluation of a))~~ The comprehensive  
14 K-12 education data improvement system ~~((by assigning the review and~~  
15 ~~monitoring responsibilities to))~~ must be independently reviewed and  
16 monitored by the education data center and the legislative evaluation  
17 and accountability program committee.

18 (2) ~~((It is the intent that the))~~ To the extent that data is  
19 available, the K-12 education data improvement system must  
20 specifically service reporting requirements for ~~((teachers))~~  
21 educators, parents, superintendents, public schools, school boards,  
22 the legislature, the office of the superintendent of public  
23 instruction, the Washington professional educator standards board,  
24 and the public.

25 (3) ~~((It is the legislature's intent that the))~~ The K-12  
26 education data improvement system ~~((used by school districts and the~~  
27 ~~state))~~ must include ~~((but not be limited to))~~ the following  
28 information and functionality:

29 (a) Comprehensive educator information, ~~((including grade))~~ for  
30 example: Grade level and courses taught, building or location,  
31 program, job assignment, years of experience, the ~~((institution of~~  
32 ~~higher education))~~ educator preparation program from which the  
33 educator obtained his or her degree, compensation, class size,  
34 mobility of class population, socioeconomic data of class, number of  
35 languages and which languages are spoken by students, general  
36 resources available for curriculum and other classroom needs, and  
37 number and type of instructional support staff in the building;

38 (b) The capacity to link educator assignment information with  
39 educator certification information such as certification number, type

1 of certification, route to certification, certification program, and  
2 certification assessment or evaluation scores;

3 (c) Common coding of secondary courses and major areas of study  
4 at the elementary level or standard coding of course content;

5 (d) Robust student information, (~~including but not limited to~~  
6 ~~student~~)) for example: Student characteristics, course and program  
7 enrollment, performance on statewide and district summative and  
8 formative assessments to the extent district assessments are used,  
9 and performance on college readiness tests;

10 (e) A subset of student information elements to serve as a  
11 dropout early warning system;

12 (f) The capacity to link educator information with student  
13 information;

14 (g) A common, standardized structure for reporting the costs of  
15 programs at the public school and school district level with a focus  
16 on the cost of services delivered to students;

17 (h) Separate accounting of state, federal, and local revenues and  
18 costs;

19 (i) Information linking state funding formulas to public school  
20 and school district budgeting and accounting, including procedures:

21 (i) To support the accuracy and auditing of financial data; and

22 (ii) Using the prototypical school model for school district  
23 financial accounting reporting;

24 (j) The capacity to link program cost information with student  
25 performance information to gauge the cost-effectiveness of programs;

26 (k) Information that is centrally accessible and updated  
27 regularly; and

28 (l) An anonymous, nonidentifiable replicated copy of data that is  
29 updated at least quarterly, and made available to the public by the  
30 state.

31 (4) (~~It is the legislature's goal that all~~)) All public schools  
32 and school districts must have the capability to collect state-  
33 identified common data and export it in a standard format to support  
34 (~~a statewide~~)) the K-12 education data improvement system (~~under~~  
35 ~~this section~~)).

36 (5) (~~It is the legislature's intent that the~~)) The K-12  
37 education data improvement system must be developed to provide the  
38 capability to make reports as required under RCW 28A.300.507  
39 available.

1       (6) ~~((It is the legislature's intent that))~~ Public schools and  
2 school districts must collect and report new data elements to satisfy  
3 the requirements of RCW 43.41.400, this section, and RCW 28A.300.507,  
4 only to the extent funds are available for this purpose.

5       (7) The definitions in this subsection apply throughout this  
6 section unless the context clearly requires otherwise.

7       (a) "Educator" includes paraeducator, certificated instructional  
8 staff, and certificated administrative staff.

9       (b) "Public school" has the same meaning as in RCW 28A.150.010.

10       **Sec. 19.** RCW 28A.300.507 and 2020 c 61 s 3 are each amended to  
11 read as follows:

12       (1) A K-12 data governance group shall be established within the  
13 office of the superintendent of public instruction to assist in the  
14 design and implementation of a K-12 education data improvement system  
15 for financial, student, and educator data as described in RCW  
16 28A.655.210. ~~((It is the intent that the data system reporting~~  
17 ~~specifically serve requirements for teachers, parents,~~  
18 ~~superintendents, school boards, the office of the superintendent of~~  
19 ~~public instruction, the legislature, and the public.))~~

20       (2) The K-12 data governance group shall include representatives  
21 of the education data center, the office of the superintendent of  
22 public instruction, the legislative evaluation and accountability  
23 program committee, the Washington professional educator standards  
24 board, the state board of education, and school district staff,  
25 including information technology staff. Additional entities with  
26 expertise in education data may be included in the K-12 data  
27 governance group.

28       (3) The K-12 data governance group shall:

29       (a) Identify the critical research and policy questions that need  
30 to be addressed by the K-12 education data improvement system;

31       (b) Identify reports and other information that should be made  
32 available on the internet in addition to the reports identified in  
33 subsection (5) of this section;

34       (c) Create a comprehensive needs requirement document detailing  
35 the specific information and technical capacity needed by school  
36 districts and the state to meet the legislature's expectations for a  
37 comprehensive K-12 education data improvement system as described  
38 under RCW 28A.655.210;

1 (d) Conduct a gap analysis of current and planned information  
2 compared to the needs requirement document, including an analysis of  
3 the strengths and limitations of an education data system and  
4 programs currently used by school districts and the state, and  
5 specifically the gap analysis must look at the extent to which the  
6 existing data can be transformed into canonical form and where  
7 existing software can be used to meet the needs requirement document;

8 (e) Focus on financial and cost data necessary to support the new  
9 K-12 financial models and funding formulas, including any necessary  
10 changes to school district budgeting and accounting, and on assuring  
11 the capacity to link data across financial, student, and educator  
12 systems; and

13 (f) Define the operating rules and governance structure for K-12  
14 education data collections, ensuring that data systems are flexible  
15 and able to adapt to evolving needs for information, within an  
16 objective and orderly data governance process for determining when  
17 changes are needed and how to implement them. Strong consideration  
18 must be made to the current practice and cost of migration to new  
19 requirements. The operating rules (~~((should))~~) must delineate the  
20 coordination, delegation, and escalation authority for data  
21 collection issues, business rules, and performance goals for each  
22 K-12 education data collection system, including:

23 (i) Defining and maintaining standards for privacy and  
24 confidentiality;

25 (ii) Setting data collection priorities;

26 (iii) Defining and updating a standard data dictionary;

27 (iv) Ensuring data compliance with the data dictionary;

28 (v) Ensuring data accuracy; and

29 (vi) Establishing minimum standards for school, student,  
30 financial, and (~~((teacher))~~) certificated staff data systems. Data  
31 elements may be specified "to the extent feasible" or "to the extent  
32 available" to collect more and better data sets from public schools  
33 and school districts with more flexible software. Nothing in RCW  
34 43.41.400, this section, or RCW 28A.655.210 (~~((should))~~) may be  
35 construed to require that a data dictionary or reporting should be  
36 hobbled to the lowest common set. The work of the K-12 data  
37 governance group must specify which data are desirable. (~~((Districts))~~)  
38 Public schools and school districts that can meet these requirements  
39 shall report the desirable data. Funding from the legislature must  
40 establish which subset data are absolutely required.



1 (4) (a) The K-12 data governance group shall provide updates on  
2 its work as requested by the education data center and the  
3 legislative evaluation and accountability program committee.

4 (b) The work of the K-12 data governance group shall be  
5 periodically reviewed and monitored by the educational data center  
6 and the legislative evaluation and accountability program committee.

7 (5) To the extent data is available, the office of the  
8 superintendent of public instruction shall make the following minimum  
9 reports available on the internet. The reports must either be run on  
10 demand against current data, or, if a static report, must have been  
11 run against the most recent data:

12 (a) The per-pupil expenditures of federal, state, and local funds  
13 including actual personnel expenditures and actual nonpersonnel  
14 expenditures of federal, state, and local funds disaggregated by  
15 source of funds, for each local educational agency and each school in  
16 the state for the preceding fiscal year;

17 (b) Number of K-12 students per classroom teacher on a per  
18 teacher basis;

19 (c) Percentage of classroom teachers per school district and per  
20 school disaggregated as described in RCW 28A.300.042(1) for student-  
21 level data;

22 (d) Average length of service of classroom teachers per school  
23 district and per school disaggregated as described in RCW  
24 28A.300.042(1) for student-level data;

25 (e) The cost of K-12 education per student by school district  
26 sorted by federal, state, and local dollars; and

27 (f) Data on student growth to align with the every student  
28 succeeds act (129 Stat. 1802; 20 U.S.C. Sec. 6301 et seq.).

29 ~~((The superintendent of public instruction shall submit a~~  
30 ~~preliminary report to the legislature by November 15, 2009, including~~  
31 ~~the analyses by the K-12 data governance group under subsection (3)~~  
32 ~~of this section and preliminary options for addressing identified~~  
33 ~~gaps. A final report, including a proposed phase-in plan and~~  
34 ~~preliminary cost estimates for implementation of a comprehensive data~~  
35 ~~improvement system for financial, student, and educator data shall be~~  
36 ~~submitted to the legislature by September 1, 2010.~~

37 ~~(7))~~ All reports and data referenced in this section and RCW  
38 43.41.400 and 28A.655.210 ~~((shall))~~ must be made available in a  
39 manner consistent with the technical requirements of the legislative  
40 evaluation and accountability program committee and the education

1 data center so that selected data can be provided to the legislature,  
2 governor, public schools, school districts, and the public.

3 ~~((+8))~~ (7) Reports ~~((shall))~~ must contain data to the extent it  
4 is available. All reports must include documentation of which data  
5 are not available or are estimated. Reports must not be suppressed  
6 because of poor data accuracy or completeness. Reports may be  
7 accompanied with documentation to inform the reader of why some data  
8 are missing or inaccurate or estimated.

9 **Sec. 20.** RCW 28A.410.300 and 2010 c 235 s 506 are each amended  
10 to read as follows:

11 ~~((Beginning with the 2010 school year and annually thereafter,~~  
12 ~~each educational service district, in cooperation with the))~~ The  
13 Washington professional educator standards board~~((r))~~ must annually  
14 convene each educational service district and representatives from  
15 school districts within that region and Washington professional  
16 educator standards board-approved educator preparation programs to  
17 review school district and regional educator workforce data  
18 maintained in the K-12 education data improvement system established  
19 under RCW 28A.655.210, make biennial projections of ~~((certificate))~~  
20 certificated staffing needs, and identify how recruitment and  
21 enrollment plans in educator preparation programs reflect projected  
22 need.

23 **Sec. 21.** RCW 28A.410.210 and 2017 3rd sp.s. c 26 s 2 are each  
24 amended to read as follows:

25 The purpose of the Washington professional educator standards  
26 board is to establish policies and requirements for the preparation  
27 and certification of educators that provide standards for competency  
28 in professional knowledge and practice in the areas of certification;  
29 a foundation of skills, knowledge, and attitudes necessary to help  
30 students with diverse needs, abilities, cultural experiences, and  
31 learning styles meet or exceed the learning goals outlined in RCW  
32 28A.150.210; knowledge of research-based practice; and professional  
33 development throughout a career. The Washington professional educator  
34 standards board shall:

35 (1) Establish policies and practices for the approval of programs  
36 of courses, requirements, and other activities leading to educator  
37 certification including teacher, school administrator, and  
38 educational staff associate certification;

1       (2) Establish policies and practices for the approval of the  
2 character of work required to be performed as a condition of entrance  
3 to and graduation from any educator preparation program including  
4 teacher, school administrator, and educational staff associate  
5 preparation program as provided in subsection (1) of this section;

6       (3) Establish a list of accredited institutions of higher  
7 education of this and other states whose graduates may be awarded  
8 educator certificates as teacher, school administrator, and  
9 educational staff associate and establish criteria and enter into  
10 agreements with other states to acquire reciprocal approval of  
11 educator preparation programs and certification, including teacher  
12 certification from the national board for professional teaching  
13 standards;

14       (4) Establish policies for approval of nontraditional educator  
15 preparation programs;

16       (5) Conduct a review of educator program approval standards at  
17 least every five years, beginning in 2006, to reflect research  
18 findings and assure continued improvement of preparation programs for  
19 teachers, administrators, and school specialized personnel;

20       (6) Specify the types and kinds of educator certificates to be  
21 issued and conditions for certification in accordance with subsection  
22 (1) of this section, RCW 28A.410.251, and 28A.410.010;

23       (7) Apply for and receive federal or other funds on behalf of the  
24 state for purposes related to the duties of the board;

25       (8) Adopt rules under chapter 34.05 RCW that are necessary for  
26 the effective and efficient implementation of this chapter;

27       (9) Maintain data concerning educator preparation programs and  
28 their quality, educator certification, educator employment trends and  
29 needs, and other data deemed relevant by the board using the K-12  
30 education data improvement system established under RCW 28A.655.210;

31       (10) Serve as an advisory body to the superintendent of public  
32 instruction on issues related to educator recruitment, hiring,  
33 mentoring and support, professional growth, retention, educator  
34 evaluation including but not limited to peer evaluation, and  
35 revocation and suspension of licensure;

36       (11) Submit, by October 15th of each even-numbered year and in  
37 accordance with RCW 43.01.036, a joint report with the state board of  
38 education to the legislative education committees, the governor, and  
39 the superintendent of public instruction. The report shall address  
40 the progress the boards have made and the obstacles they have

1 encountered, individually and collectively, in the work of achieving  
2 the goals set out in RCW 28A.150.210;

3 (12) Establish the prospective teacher assessment system for  
4 basic skills and subject knowledge that shall be required to obtain  
5 residency certification pursuant to RCW 28A.410.220 through  
6 28A.410.240; and

7 (13) Conduct meetings under the provisions of chapter 42.30 RCW.

8 NEW SECTION. **Sec. 22.** If specific funding for the purposes of  
9 this act, referencing this act by bill or chapter number, is not  
10 provided by June 30, 2023, in the omnibus appropriations act, this  
11 act is null and void.

12 NEW SECTION. **Sec. 23.** This act may be known and cited as the  
13 educator workforce act.

--- END ---