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**SENATE BILL 5693**

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**State of Washington**

**69th Legislature**

**2025 Regular Session**

**By** Senator Cortes

1 AN ACT Relating to teacher residency and apprenticeship programs;  
2 amending RCW 28B.102.110, 28A.410.045, 28A.410.220, 28A.410.2211,  
3 28A.410.226, 28A.410.250, 28A.410.251, 28A.410.252, 28A.410.278,  
4 28A.410.290, and 28A.660.005; reenacting and amending RCW  
5 28A.410.270; adding new sections to chapter 28A.410 RCW; adding a new  
6 section to chapter 49.04 RCW; creating a new section; and providing  
7 an effective date.

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.410  
10 RCW to read as follows:

11 (1) A teacher residency is a teacher preparation model that  
12 integrates a full year of collaborative hands-on classroom teaching  
13 with an experienced mentor with concurrent, targeted academic  
14 coursework, designed to develop effective, community-focused  
15 teachers. This collaborative model is offered by a public elementary  
16 or secondary school and a board-approved teacher preparation program.

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

19 (a) The program must be operated as a formal partnership between  
20 a school district or state-tribal education compact school and a  
21 board-approved teacher preparation program;

1 (b) The program partners must collaboratively design the  
2 coursework to align with the unique context of each resident's  
3 classroom;

4 (c) Each resident must be assigned a preservice mentor;

5 (d) A preservice mentor must co-teach with the resident  
6 throughout the duration of the resident's preservice clinical  
7 experience;

8 (e) Each resident must receive at least 900 hours of preservice  
9 clinical practice over the course of one school year;

10 (f)(i) A resident who is an undergraduate student may not be  
11 assigned the lead or primary responsibility for student learning  
12 until the resident completes 900 hours of preservice clinical  
13 practice; and

14 (ii) A resident who is a graduate student may not be assigned the  
15 lead or primary responsibility for student learning until the  
16 resident completes 450 hours of preservice clinical practice;

17 (g) Each resident must be grouped into a cohort based on  
18 geography, specialty, or other relevant criteria determined by the  
19 board;

20 (h) Funding must be provided to each resident; and

21 (i) A stipend must be provided to each preservice mentor.

22 (3) The board shall establish an approval process for a teacher  
23 preparation program in partnership with a school district, state-  
24 tribal education compact school, or consortium to either: (a) Become  
25 a new teacher preparation program; or (b) transition some or all of  
26 an existing teacher preparation program to a teacher residency  
27 program.

28 (4) For purposes of this section, the following definitions  
29 apply:

30 (a) "Board" means the Washington professional educator standards  
31 board.

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

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

38 (d) "Preservice mentor" means a teacher qualified to be a mentor  
39 for the beginning educator support team program under RCW  
40 28A.415.265.

1 (e) "Resident" means a person enrolled in a board-approved  
2 teacher preparation program who is participating in a teacher  
3 residency program.

4 (f) "Teacher preparation program" means a teacher preparation  
5 program approved by the board.

6 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.410  
7 RCW to read as follows:

8 A teacher apprenticeship program is a program approved by both  
9 the Washington apprenticeship and training council under chapter  
10 49.04 RCW and the Washington professional educator standards board  
11 under RCW 28A.410.210 that is designed for individuals with  
12 bachelor's degrees who seek an initial teacher certificate and no  
13 graduate degree. In addition to meeting other requirements, the  
14 program must provide the apprentice with 2,000 hours of on-the-job  
15 mentored teaching experience under a gradual release method.

16 NEW SECTION. **Sec. 3.** A new section is added to chapter 49.04  
17 RCW to read as follows:

18 A teacher apprenticeship program must meet the requirements in  
19 section 2 of this act.

20 **Sec. 4.** RCW 28B.102.110 and 2019 c 295 s 217 are each amended to  
21 read as follows:

22 (1) The alternative route and teacher residency conditional  
23 scholarship program is created. The purpose of the program is to  
24 provide financial assistance to encourage persons to become teachers  
25 through alternative route teacher certification programs or the  
26 teacher residency program and to retain these teachers in shortage  
27 areas.

28 (2) To qualify for the program an applicant must:

29 (a) Be accepted into, and maintain enrollment in, an alternative  
30 route teacher certification program under chapter 28A.660 RCW or a  
31 teacher residency program under section 1 of this act; and

32 (b) Intend to pursue an initial teacher certificate with an  
33 endorsement in a shortage area.

34 (3) Participants are eligible to receive an alternative route and  
35 teacher residency conditional scholarship for up to two academic  
36 years.

1        NEW SECTION.    **Sec. 5.**    (1) The legislature recognizes that, in  
2 the educator preparation and certification context, the term  
3 "residency" refers to the initial certificate of an educator. In  
4 order to reduce possible confusion between teacher residency programs  
5 approved and operated under section 1 of this act and residency  
6 certificates issued under RCW 28A.410.010, the legislature intends to  
7 change the name of the "residency certificate" to the "initial  
8 certificate" and to change the name of the "professional certificate"  
9 to the "continuing certificate."

10        (2) The Washington professional educator standards board shall  
11 prepare to implement these name changes effective July 1, 2026.

12        **Sec. 6.**    RCW 28A.410.045 and 2007 c 319 s 2 are each amended to  
13 read as follows:

14        (1) The Washington state first peoples' language, culture, and  
15 oral tribal traditions teacher certification program is established.  
16 The professional educator standards board shall adopt rules to  
17 implement the program in collaboration with the sovereign tribal  
18 governments whose traditional lands and territories lie within the  
19 borders of the state of Washington, including the tribal leader  
20 congress on education and the first peoples' language and culture  
21 committee. The collaboration required under this section shall be  
22 defined by a protocol for cogovernance in first peoples' language,  
23 culture, and oral tribal traditions education developed by the  
24 professional educator standards board, the office of the  
25 superintendent of public instruction, and the sovereign tribal  
26 governments whose traditional lands and territories lie within the  
27 borders of the state of Washington.

28        (2) Any sovereign tribal government whose traditional lands and  
29 territories lie within the borders of the state of Washington may  
30 participate individually on a government-to-government basis in the  
31 program.

32        (3) Under the first peoples' language, culture, and oral tribal  
33 traditions teacher certification program:

34        (a) Only a participating sovereign tribal government may certify  
35 individuals who meet the tribe's criteria for certification as a  
36 teacher in the Washington state first peoples' language, culture, and  
37 oral tribal traditions teacher certification program. Tribal law  
38 enforcement agencies and the Washington state patrol shall enter into  
39 government-to-government negotiations regarding the exchange of

1 background information on applicants for certification. The office of  
2 the superintendent of public instruction shall not authorize or  
3 accept a certificate or endorsement in Washington state first  
4 peoples' language, culture, and oral tribal traditions without  
5 certification from a participating sovereign tribal government and  
6 without conducting a record check of an individual applying for  
7 certification as required under RCW 28A.410.010;

8 (b) For each teacher to be certified in the program, the  
9 participating sovereign tribal government shall submit information  
10 and documentation necessary for the issuance of a state certificate,  
11 as defined by rule, to the office of the superintendent of public  
12 instruction;

13 (c) A Washington state first peoples' language, culture, and oral  
14 tribal traditions teacher certificate serves as a subject area  
15 endorsement in first peoples' language, culture, and oral tribal  
16 traditions. The holder of a Washington state first peoples' language,  
17 culture, and oral tribal traditions teacher certificate who does not  
18 also hold an initial(~~(, residency,)~~) or continuing(~~(, or~~  
19 ~~professional)~~) teaching certificate authorized by the professional  
20 educator standards board may be assigned to teach only the languages,  
21 cultures, and oral tribal traditions designated on the certificate  
22 and no other subject;

23 (d) In order to teach first peoples' language, culture, and oral  
24 tribal traditions, teachers must hold certificates from both the  
25 office of the superintendent of public instruction and from the  
26 sovereign tribal government; and

27 (e) The holder of a Washington state first peoples' language,  
28 culture, and oral tribal traditions teacher certificate meets  
29 Washington state's definition of a highly qualified teacher under the  
30 no child left behind act of 2001 (P.L. 107-110) for the purposes of  
31 teaching first peoples' language, culture, and oral tribal  
32 traditions, subject to approval by the United States department of  
33 education.

34 (4) First peoples' language/culture teacher certificates issued  
35 before July 22, 2007, under rules approved by the state board of  
36 education or the professional educator standards board under a pilot  
37 program remain valid as certificates under this section, subject to  
38 the provisions of this chapter.

39 (5) Schools and school districts on or near tribal reservations  
40 are encouraged to contract with sovereign tribal governments whose

1 traditional lands and territories lie within the borders of the state  
2 of Washington and with first peoples' language, culture, and oral  
3 tribal traditions teacher certification programs for in-service  
4 teacher training and continuing education in the culture and history  
5 appropriate for their geographic area, as well as suggested pedagogy  
6 and instructional strategies.

7 **Sec. 7.** RCW 28A.410.220 and 2019 c 121 s 1 are each amended to  
8 read as follows:

9 (1)(a) The Washington professional educator standards board shall  
10 make available a means of assessing an applicant's knowledge in the  
11 basic skills. For the purposes of this section, "basic skills" means  
12 the subjects of at least reading, writing, and mathematics. An  
13 applicant must take this basic skills assessment, or an alternative  
14 or equivalent basic skills assessment as determined by the Washington  
15 professional educator standards board, and report the individual  
16 results to the Washington professional educator standards board and  
17 an approved teacher preparation program, for admission to the  
18 approved teacher preparation program.

19 (b) An approved teacher preparation program may use the results  
20 of the basic skills assessment, or an alternative or equivalent basic  
21 skills assessment as determined by the Washington professional  
22 educator standards board, as a formative assessment of academic  
23 strengths and weakness in determining the candidate's readiness for  
24 the program.

25 (c) The Washington professional educator standards board may  
26 establish criteria to ensure that persons from out-of-state who are  
27 applying for (~~residency~~) initial certification and persons applying  
28 to master's degree level teacher preparation programs can demonstrate  
29 to the board's satisfaction that they have the requisite basic  
30 skills.

31 (d) The Washington professional educator standards board may  
32 identify and accept other tests and test scores as long as the tests  
33 are comparable in rigor to the basic skills assessment and candidates  
34 meet or exceed the basic skills requirements established by the  
35 board.

36 (2) The Washington professional educator standards board shall  
37 set performance standards and develop, pilot, and implement a uniform  
38 and externally administered (~~professional~~) continuing-level  
39 certification assessment based on demonstrated teaching skill. In the

1 development of this assessment, consideration shall be given to  
2 changes in (~~professional~~) continuing certification program  
3 components such as the culminating seminar.

4 (3) Beginning not later than September 1, 2002, the Washington  
5 professional educator standards board shall provide for the initial  
6 piloting and implementation of a means of assessing an applicant's  
7 knowledge in the subjects for which the applicant has applied for an  
8 endorsement to his or her (~~residency~~) initial or (~~professional~~)  
9 continuing teaching certificate. The assessment of subject knowledge  
10 shall not include instructional methodology. Beginning September 1,  
11 2005, passing this assessment shall be required to receive an  
12 endorsement for certification purposes.

13 (4) The Washington professional educator standards board may  
14 permit exceptions from the assessment requirements under subsections  
15 (1), (2), and (3) of this section on a case-by-case basis.

16 (5) The Washington professional educator standards board shall  
17 provide for reasonable accommodations for individuals who are  
18 required to take the assessments in subsection (1), (2), or (3) of  
19 this section if the individuals have learning or other disabilities.

20 (6) With the exception of applicants exempt from the requirements  
21 of subsections (2) and (3) of this section, an applicant must achieve  
22 a minimum assessment score or scores established by the Washington  
23 professional educator standards board on each of the assessments  
24 under subsections (2) and (3) of this section.

25 (7) The Washington professional educator standards board and  
26 superintendent of public instruction, as determined by the Washington  
27 professional educator standards board, may contract with one or more  
28 third parties for:

29 (a) The development, purchase, administration, scoring, and  
30 reporting of scores of the assessments established by the Washington  
31 professional educator standards board under subsections (1), (2), and  
32 (3) of this section;

33 (b) Related clerical and administrative activities; or

34 (c) Any combination of the purposes in this subsection.

35 (8) Applicants for admission to a Washington teacher preparation  
36 program and applicants for (~~residency~~) initial and (~~professional~~)  
37 continuing certificates who are required to successfully complete one  
38 or more of the assessments under subsections (1), (2), and (3) of  
39 this section, and who are charged a fee for the assessment by a third  
40 party contracted with under subsection (7) of this section, shall pay

1 the fee charged by the contractor directly to the contractor. Such  
2 fees shall be reasonably related to the actual costs of the  
3 contractor in providing the assessment.

4 (9) The superintendent of public instruction is responsible for  
5 supervision and providing support services to administer this  
6 section.

7 (10) The Washington professional educator standards board shall  
8 collaboratively select or develop and implement the applicable  
9 assessments and minimum assessment scores required under this section  
10 with the superintendent of public instruction and shall provide  
11 opportunities for representatives of other interested educational  
12 organizations to participate in the selection or development and  
13 implementation of such assessments in a manner deemed appropriate by  
14 the Washington professional educator standards board.

15 (11) The Washington professional educator standards board shall  
16 adopt rules under chapter 34.05 RCW that are reasonably necessary for  
17 the effective and efficient implementation of this section.

18 **Sec. 8.** RCW 28A.410.2211 and 2021 c 198 s 5 are each amended to  
19 read as follows:

20 (1) The professional educator standards board shall revise  
21 assessments for prospective teachers and teachers adding subject area  
22 endorsements required for teacher certification under RCW 28A.410.220  
23 to measure the revised standards in RCW 28A.410.221.

24 (2) The professional educator standards board shall require that  
25 successful candidates for the ((~~residency~~)) initial certificate  
26 demonstrate effective subject specific instructional methods that  
27 address the revised standards.

28 **Sec. 9.** RCW 28A.410.226 and 2013 c 197 s 2 are each amended to  
29 read as follows:

30 (1) As provided under subsections (2) and (3) of this section,  
31 individuals certified by the professional educator standards board as  
32 a school nurse, school social worker, school psychologist, or school  
33 counselor must complete a training program on youth suicide screening  
34 and referral as a condition of certification. The training program  
35 must be at least three hours in length. The professional educator  
36 standards board must adopt standards for the minimum content of the  
37 training in consultation with the office of the superintendent of  
38 public instruction and the department of health. In developing the

1 standards, the board must consider training programs listed on the  
2 best practices registry of the American foundation for suicide  
3 prevention and the suicide prevention resource center.

4 (2) This section applies to the following certificates if the  
5 certificate is first issued or is renewed on or after July 1, 2015:

6 (a) Continuing certificates for school nurses;

7 (b) Continuing certificates for school social workers;

8 (c) Continuing ~~((and—professional))~~ certificates for school  
9 psychologists; and

10 (d) Continuing ~~((and—professional))~~ certificates for school  
11 counselors.

12 (3) A school counselor who holds or submits a school counseling  
13 certificate from the national board for professional teaching  
14 standards or a school psychologist who holds or submits a school  
15 psychologist certificate from the national association of school  
16 psychologists in lieu of a ~~((professional))~~ continuing certificate  
17 must complete the training program under subsection (1) of this  
18 section by July 1, 2015, or within the five-year period before the  
19 certificate is first submitted to the professional educator standards  
20 board, whichever is later, and at least once every five years  
21 thereafter in order to be considered certified by the professional  
22 educator standards board.

23 (4) The professional educator standards board ~~((shall—consider~~  
24 ~~the training program under subsection (1) of this section as approved~~  
25 ~~continuing education under RCW 28A.415.020 and))~~ shall count the  
26 training program toward meeting continuing education requirements for  
27 certification as a school nurse, school social worker, school  
28 psychologist, or school counselor.

29 **Sec. 10.** RCW 28A.410.250 and 2017 3rd sp.s. c 26 s 3 are each  
30 amended to read as follows:

31 The agency responsible for educator certification shall adopt  
32 rules for ~~((professional))~~ continuing certification that:

33 (1) Grant ~~((professional))~~ continuing certification to any  
34 teacher who attains certification from the national board for  
35 professional teaching standards; ~~((and))~~ and

36 (2) Identify an expedited ~~((professional))~~ continuing  
37 certification process for out-of-state teachers who have five years  
38 or more of successful teaching experience, including a method to  
39 determine the comparability of rigor between the Washington

1 ((~~professional~~)) continuing certification process and the advanced  
2 level teacher certification process of other states. A  
3 ((~~professional~~)) continuing certificate must be issued to these  
4 experienced out-of-state teachers if the teacher holds: (a) A valid  
5 teaching certificate issued by the national board for professional  
6 teaching standards; or (b) an advanced level teacher certificate from  
7 another state that has been determined to be comparable to the  
8 Washington ((~~professional~~)) continuing certificate.

9 **Sec. 11.** RCW 28A.410.251 and 2017 3rd sp.s. c 26 s 1 are each  
10 amended to read as follows:

11 By September 1, 2017, the Washington professional educator  
12 standards board shall adopt rules allowing teachers and principals  
13 with at least two years of experience, who hold or have held ((a  
14 ~~residency~~)) an initial certificate and have not achieved the  
15 ((~~professional~~)) continuing certificate, to renew their ((~~residency~~))  
16 initial certificate in five-year intervals based on completion of ten  
17 credits or one hundred clock hours ((~~as defined in RCW 28A.415.020~~  
18 ~~and 28A.415.023~~)).

19 **Sec. 12.** RCW 28A.410.252 and 2016 c 233 s 5 are each amended to  
20 read as follows:

21 The agency responsible for educator certification shall adopt  
22 rules for ((~~professional~~)) continuing certification that identify an  
23 expedited ((~~professional~~)) continuing certification process for out-  
24 of-state teachers who have five years or more of successful teaching  
25 experience, including a method to determine the comparability of  
26 rigor between the Washington ((~~professional~~)) continuing  
27 certification process and any United States federally issued or  
28 state-issued advanced level teacher certification process that allows  
29 an individual to teach internationally. A ((~~professional~~)) continuing  
30 certificate must be issued to these experienced out-of-state teachers  
31 if the teacher holds a United States federally issued or state-issued  
32 advanced level teacher certificate that allows the individual to  
33 teach internationally and that has been determined to be comparable  
34 to the Washington ((~~professional~~)) continuing certificate.

35 **Sec. 13.** RCW 28A.410.270 and 2021 c 198 s 4 and 2021 c 197 s 11  
36 are each reenacted and amended to read as follows:

1 (1) (a) The board shall adopt a set of articulated teacher  
2 knowledge, skill, and performance standards for effective teaching  
3 that are evidence-based, measurable, meaningful, and documented in  
4 high quality research as being associated with improved student  
5 learning. The standards shall be calibrated for each level along the  
6 entire career continuum. For candidates recommended for (~~residency~~)  
7 initial teacher certification by a board-approved preparation  
8 program, the standards adopted by the board must be the most recent  
9 teaching standards published by a consortium of state and national  
10 education organizations dedicated to the reform of the preparation,  
11 licensing, and ongoing professional development of teachers since  
12 1987.

13 (b) The (~~Washington professional educator standards~~) board  
14 shall incorporate along the entire continuum the standards of  
15 practice developed under RCW 28A.410.260.

16 (c) By January 1, 2020, in order to ensure that teachers can  
17 recognize signs of emotional or behavioral distress in students and  
18 appropriately refer students for assistance and support, the board  
19 shall incorporate along the entire continuum the social-emotional  
20 learning standards and benchmarks recommended by the social-emotional  
21 learning benchmarks work group in its October 1, 2016, final report  
22 titled, "addressing social emotional learning in Washington's K-12  
23 public schools." In incorporating the social-emotional learning  
24 standards and benchmarks, the board must include related  
25 competencies, such as trauma-informed practices, consideration of  
26 adverse childhood experiences, mental health literacy, antibullying  
27 strategies, and culturally sustaining practices.

28 (2) The board shall adopt a definition of master teacher, with a  
29 comparable level of increased competency between (~~professional~~)  
30 continuing certification level and master level as between  
31 (~~professional~~) continuing certification level and national board  
32 certification. Within the definition established by the board,  
33 teachers certified through the national board for professional  
34 teaching standards shall be considered master teachers.

35 (3) Award of a (~~professional~~) continuing certificate shall be  
36 based on a minimum of two years of successful teaching experience as  
37 defined by the board, and may not require candidates to enroll in a  
38 (~~professional~~) continuing certification program.

39 (4) Educator preparation programs approved to offer the  
40 (~~residency~~) initial teaching certificate shall be required to

1 demonstrate how the program produces effective teachers as evidenced  
2 by multiple measures of the knowledge, skills, performance, and  
3 competencies described in subsection (1) of this section and other  
4 criteria established by the board.

5 (5) Each board-approved teacher preparation program must publish,  
6 and provide to candidates prior to admission, a list of program  
7 completion requirements.

8 (6) Before a board-approved teacher preparation program may  
9 recommend a candidate for (~~residency~~) initial teacher  
10 certification, the candidate must meet or exceed the knowledge,  
11 skill, performance, and competency standards described in subsection  
12 (1) of this section.

13 (7) For the purpose of this section, "board" means the Washington  
14 professional educator standards board.

15 **Sec. 14.** RCW 28A.410.278 and 2019 c 295 s 304 are each amended  
16 to read as follows:

17 (1) After August 31, 2013, candidates for (~~a—residency~~) an  
18 initial principal certificate must have demonstrated knowledge of  
19 teacher evaluation research and Washington's evaluation requirements  
20 and successfully completed opportunities to practice teacher  
21 evaluation skills.

22 (2) At a minimum, principal preparation programs must address the  
23 following knowledge and skills related to evaluations under RCW  
24 28A.405.100:

25 (a) Examination of teacher and principal evaluation criteria, and  
26 four-level rating evaluation system, and the preferred instructional  
27 and leadership frameworks used to describe the evaluation criteria;

28 (b) Classroom observations;

29 (c) The use of student growth data and multiple measures of  
30 performance;

31 (d) Evaluation conferencing;

32 (e) Development of classroom teacher and principal support plans  
33 resulting from an evaluation; and

34 (f) Use of an online tool to manage the collection of observation  
35 notes, teacher and principal-submitted materials, and other  
36 information related to the conduct of the evaluation.

37 **Sec. 15.** RCW 28A.410.290 and 2010 c 235 s 502 are each amended  
38 to read as follows:

1 (1) By September 30, 2010, the professional educator standards  
2 board shall review and revise teacher and administrator preparation  
3 program approval standards and proposal review procedures at the  
4 (~~residency~~) initial certificate level to ensure they are rigorous  
5 and appropriate standards for an expanded range of potential  
6 providers, including community college and nonhigher education  
7 providers. All approved providers must adhere to the same standards  
8 and comply with the same requirements.

9 (2) Beginning September 30, 2010, the professional educator  
10 standards board must accept proposals for community college and  
11 nonhigher education providers of educator preparation programs.  
12 Proposals must be processed and considered by the board as  
13 expeditiously as possible.

14 (3) By September 1, 2011, all professional educator standards  
15 board-approved (~~residency~~) initial teacher preparation programs at  
16 institutions of higher education as defined in RCW 28B.10.016 not  
17 currently a partner in an alternative route program approved by the  
18 professional educator standards board must submit to the board a  
19 proposal to offer one or more of the alternative route programs that  
20 meet the requirements of RCW 28A.660.020 (~~and 28A.660.040~~).

21 **Sec. 16.** RCW 28A.660.005 and 2007 c 396 s 5 are each amended to  
22 read as follows:

23 (1) The legislature finds and declares:

24 (a) Teacher qualifications and effectiveness are the most  
25 important influences on student learning in schools;

26 (b) Preparation of individuals to become well-qualified,  
27 effective teachers must be high quality;

28 (c) Teachers who complete high quality alternative route programs  
29 with intensive field-based experience, adequate coursework, and  
30 strong mentorship do as well or better than teachers who complete  
31 traditional preparation programs;

32 (d) High quality alternative route programs can provide more  
33 flexibility and expedience for individuals to transition from their  
34 current career to teaching;

35 (e) High quality alternative route programs can help school  
36 districts fill subject matter shortage areas and areas with shortages  
37 due to geographic location;

1 (f) Regardless of route, all candidates for (~~residency~~) initial  
2 teacher certification must meet the high standards required by the  
3 state; and

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

7 (2) The legislature recognizes widespread concerns about the  
8 potential for teacher shortages and finds that classified  
9 instructional staff in public schools, current certificated staff,  
10 and unemployed certificate holders represent a great untapped  
11 resource for recruiting more teachers in critical shortage areas.

12 NEW SECTION. **Sec. 17.** Sections 6 through 16 of this act take  
13 effect July 1, 2026.

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