

## PESB Standards and Possible Sources of Documentation and Evidence

### Context for Use

PESB has developed these Standards and Domains through a shared process with working groups that include a range of stakeholders involved in the preparation of teachers. This document is designed to provide guidance to newly approved and existing teacher preparation programs in terms of being able to provide documentation and evidence of meeting the standards set by PESB. The examples of data and artifacts below should not be seen as a limiting list, but merely an example of what might serve as evidence of programs being able to meet the criteria in the domains. Similar to the Universal Design for Learning framework (Meyer, Rose, & Gordon, 2014), programs should consider multiple possibilities for how to describe the work they do and not just what is in this table. Just as UDL asks educators to think about multiple means of engagement, representation, and action and expression, programs should consider dynamic and multiple means of representing and expressing themselves and the work that they do related to the standards and domains, data, artifacts, processes, and/or limitations in this table. These representations should not solely be confined to paper-based reporting mediums.

The data and artifact examples in this table were developed in the spring of 2019 during a PESB and WACTE co-sponsored data summit where attending members of WACTE worked collaboratively to discuss and suggest ideas in assistance to PESB and institutions that would soon undergo 27-month review. Materials developed were further organized by Nick Gillon of PESB (re black text for Data, Artifacts, and Descriptions of Processes) and Deanna Sands and Joyce Westgard of the Executive Board of WACTE (re blue text for Data, Artifacts, Descriptions of Processes and Limitations).

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing.

Domain 1 – Candidates and Cohorts
<b>Educator preparation programs recruit, select, support, and prepare diverse cohorts of candidates with potential to be outstanding educators.</b>
(A) Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition educator candidates.
(i) Create, foster, and utilize effective partnerships to promote careers in teaching and educational leadership.
(ii) Implement a targeted, data-informed outreach strategy that includes robust individualized enrollment support.
(iii) Establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.
(iv) Providers of teacher preparation programs develop and utilize candidate recruitment strategies that address state, district, and workforce shortage areas.
(v)*Providers of career and technical education business and industry route programs establish and expand meaningful and effective recruitment and admissions partnerships with local school districts.
<b>1A. Possible Documentation and Evidence</b>

## Data

Table documenting outreach and recruitment efforts  
Table showing active partnership agreements and activities  
Survey of district leaders and ESD superintendents regarding partnership Candidates seeking and receiving shortage area endorsements  
Field evaluation and feedback results  
Field Supervisor logs, notes, observations  
Evaluations of dispositions

## Artifacts

Outreach and recruitment materials, including internet based videos or materials  
PGP's, TPEP prep  
Sources of data - logs, notes, observation notes,  
Documentation of plans to reach out to high need candidates and endorsement areas  
Recruitment plans and respective strategies  
Partnership Agreements  
Support models used within programs

## Descriptions of Processes

Overall recruitment goal and strategies used to meet it  
Application evaluation process - knowledge, skills, and disposition Admitted applicant support processes  
Strategic processes for candidate/mentor matching  
Mentoring 'younger' potential candidates across campus or community  
Caucusing of candidates of color  
West-B and other test supports  
Engagement of guest speakers from districts and industry

## Limitations

"Cross campus" efforts not possible for non-IHE providers  
District budgetary situations, e.g., layoffs  
Review of program delivery costs and other barriers to nontraditional candidates  
Context matters!  
Examine assumptions behind the domain  
Impact of K-12 system  
Supports for students with disabilities

## Domain 1 – Candidates and Cohorts

**Educator preparation programs recruit, select, support, and prepare diverse cohorts of candidates with potential to be outstanding educators.**

(B) Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington State public schools.

(i) Demonstrate strategic outreach that is highly accessible and responsive to local communities of color.

(ii) Gather and use data to assess strategic outreach to improve responsiveness and effectiveness.

(iii) Identify needs and provide supports for enrollment and success in educator preparation programs for local communities of color and candidates representing linguistic and ability diversity.

### 1B. Possible Documentation and Evidence

#### Data

Current area, school, and cohort demographics

Identify [\[historically marginalized\] sub](#)-groups from the community to recruit specifically/strategically Trends, indicators, or benchmarks related to demographics and enrollment

#### Artifacts

Marketing, internet, information sessions, or other outreach materials

[Partnership agreements with teacher academies](#)

[Marketing plans – websites, information sessions](#)

[Comprehensive recruitment plan](#)

[Support systems such as counseling center](#)

#### Descriptions of Processes

Assets-based pedagogical strategies Comprehensive recruitment plan

Cross-campus supports – counseling center, financial aid literacy, mentoring programs, other supports-awareness activities

On-campus recruiting events ex. learning communities, town halls, professor-student interaction opportunities, science fairs

Mentoring across the college experience to develop workforce

[Information sessions](#)

[Events targeted to specific populations \(e.g., men\)](#)

[Recruitment/Outreach events to identified sub groups in community](#)

[Living and learning communities in campus housing](#)

[Pizza and professor events](#)

[Town hall event on campus including community members](#)

[Panels of teachers of color at specific events \(e.g. science fair\)](#)

[Financial aid literacy and other college awareness events](#)

[Mentoring process across the college experience, e.g., workforce](#)

[Employment of asset based pedagogical strategies](#)

[Cohort community](#)

#### Limitations

[PESB goals versus program goals](#)

[Funding for MIT programs can be a barrier](#)

[Route 1 para - continued employment is necessary but not always guaranteed](#)

[Continued support of “token” candidates of color](#)

Match between candidates of color and mentor is critical  
How do we prepare faculty and identify institutional supports?  
Evening/weekend/flexible programming for access  
Budget constraints  
Evidence of impact?  
Constantly changing time at dynamics

## Domain 1 – Candidates and Cohorts

**Educator preparation programs recruit, select, support, and prepare diverse cohorts of candidates with potential to be outstanding educators.**

(C) Providers set, publish and uphold program admission standards to ensure that all educator candidates and cohorts are academically capable and technically prepared to succeed in educator preparation programs.

(i) Articulate clear criteria and requirements for program entry to applicants.

(ii) Articulate clear expectations for program completion to applicants and candidates.

(iii) Inform, advise, and support applicants and candidates on assessment requirements, timelines, occupational experience requirements, and passing thresholds for PESB approved content and pedagogy assessments as required for the role.

### 1C. Possible Documentation and Evidence

#### Data

Application and admissions data

#### Artifacts

Web presence and online information sessions / materials  
Pre-program preparation courses and supports

Basic skills assessment supports and standards

[Written application essays](#)

[Reference letters](#)

#### Descriptions of Processes

Application process and data collection

Knowledge, skills, and dispositions used in the interview process

Sources and methods for gathering and assessing applicant information, ex. essays, reference letters, interviews, Flag and support systems to target remediation

[West B Supports](#)

[Publication of admission standards in catalog online](#)

[Application processes](#)

[Pre-ed programs for freshmen](#)

[Interview processes](#)

[“Principal nominations for teacher fellow programs “](#)

#### Limitations

[Cut scores for admissions can be challenging](#)

[Are these admission criteria predictive of candidate success?](#)

[Frequency of review of admission standards?](#)

[Analysis of admission standards for supports](#)

[How can we define “capable” in nontraditional ways?](#)

[How do we identify and define “assets”, “basic skills”, and other fundamentals of knowledge?](#)

[What knowledge systems do we value and privilege?](#)

## Domain 2 – Candidates' Knowledge, Skill, and Cultural Responsiveness

**Educator preparation program providers prepare candidates who demonstrate the knowledge, skills, and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's approval standards.**

(A) Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.

(i) Qualified faculty use multiple instructional strategies, pedagogies, and assessments to address students' academic language ability levels and cultural and linguistic backgrounds.

(ii) Program providers create opportunities for faculty to pursue, apply, and practice ongoing professional learning to improve their knowledge, skill, effectiveness, and cultural responsiveness.

(iii) Faculty within the program and the unit collaborate among one another, with content specialists, P-12 schools, members of the broader professional community, and diverse members of local communities for continuous program improvement.

(iv) Faculty members and program leaders systematically and comprehensively evaluate faculty's effectiveness in teaching and learning.

### 2A. Possible Documentation and Evidence

#### Data

Qualified faculty - evaluations  
\*Faculty and course evaluation  
Completer/Alumni survey  
Group interviews 1:1 exit interview  
Evidence in instruction, training, and outcomes in instructor training  
Listening sessions  
PEAB minutes  
[Qualified faculty](#)  
[Faculty and course evaluations](#)  
[Completer survey data](#)  
[Student work samples](#)

#### Artifacts

Syllabi – process and content  
Curriculum revision (making changes)  
Course map  
Course instructor training seminars  
[PEAB minutes](#)  
[Faculty vitae](#)  
[Curriculum revision](#)  
[Instructor professional development evaluations](#)  
[Video of instructor panels](#)  
[Video of student panels sharing their experiences/understanding](#)

#### Descriptions of Processes

Colleges build relationships with Teacher Education committee  
Progression of learning support  
Collaborations and mentor training  
[Group Interviews](#)  
[Listening sessions](#)  
[Exit interviews](#)  
[Instructor professional development](#)  
[Program professional development \(within a given college or university, e.g., secondary education\)](#)

#### Limitations

[Faculty qualifications - How do we measure with different definitions course evals, background and FERPA issues](#)  
[Fac evals and course evals don't ask about culturally responsive pedagogy](#)  
[Colleges may not have say in evaluation questions](#)  
[Faculty bound by handbook](#)  
[T&P process doesn't align](#)

Hiring practices out of education control especially content  
Assumption of culturally relevant understanding and willingness to implement  
Ed TPA? Task 1,2 silent in this - do we need to add?  
PEAB membership - mandated in roles - shouldn't this be changed?

## Domain 2 – Candidates’ Knowledge, Skill, and Cultural Responsiveness

**Educator preparation program providers prepare candidates who demonstrate the knowledge, skills, and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state’s approval standards.**

**(B) Providers ensure that candidates demonstrate the necessary subject matter knowledge for success as educators in schools.**

(i) Candidates demonstrate knowledge and competence relative the national standards related to the role, which were adopted by the professional educator standards board. Providers ensure that candidates in teacher preparation programs demonstrate InTASC Standards, candidates in principal programs demonstrate NELP –Building Level Standards, candidates in superintendent programs NELP – District Level Standards, and candidates in career and technical education educator preparation programs demonstrate and document technical competence, industry experience, and the career and technical education standards approved by the Professional Educator Standards Board.

(ii) Teacher candidates must take a board approved basic skills assessment prior to program admission and take an endorsement assessment prior to beginning student teaching. Endorsement assessments are not required for teacher candidates in career and technical education business and industry route programs.

(iii) Teacher candidates apply content knowledge as reflected in board approved endorsement standards.

(iv) Teacher candidates engage with the Since Time Immemorial curriculum focused on history, culture, and government of American Indian peoples as prescribed in WAC 181-78A-300(3).

(v) Providers ensure that educator candidates complete a course on issues of abuse as required by RCW 28A.410.035 and WAC 181-79A-030(9).

### 2B. Possible Documentation and Evidence

#### Data

Content tests “D” reports  
WESTB Assessments  
[Content test outcomes](#)

#### Artifacts

Faculty/Syllabi  
Annual faculty development plans including a culturally responsive goal with an evaluation Alignment with INTASC  
STI in syllabi and integration documentation  
[Faculty CV](#)  
[Syllabi – alignment with NTASC](#)  
[Annual faculty development plans – with targets for culturally responsible pedagogy](#)  
[Assessment plans](#)  
[STI on syllabi](#)  
[Instructional framework aligned to subject matter](#)  
[Student work samples demonstrating the above](#)

#### Descriptions of

Processes  
Assessment plans  
Endorsements aligned with content  
Alignment with instructional framework

#### Limitations

[Content i.e. demonstrates proficiency](#)  
[Course for abuse](#)  
[WEST-B isn’t required - what do we do for basic skills?](#)  
[Too many standards](#)

## Domain 2 – Candidates’ Knowledge, Skill, and Cultural Responsiveness

**Educator preparation program providers prepare candidates who demonstrate the knowledge, skills, and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state’s approval standards.**

(C) Providers set, publish and uphold program admission standards to ensure that all educator candidates and cohorts are academically capable and technically prepared to succeed in educator preparation programs.

(i) Articulate clear criteria and requirements for program entry to applicants.

(ii) Articulate clear expectations for program completion to applicants and candidates.

(iii) Inform, advise, and support applicants and candidates on assessment requirements, timelines, occupational experience requirements, and passing thresholds for PESB approved content and pedagogy assessments as required for the role.

### 2C. Possible Documentation and Evidence

#### Data

Observation notes

Survey of candidates in the field – did you get feedback? Supervisor evaluation

EdPTA score analyses

Survey data of students and the degree to which they received feedback

#### Artifacts

Writing lesson plans aligned in EdTPA

Documentation of mentor focus with candidates Aligned ST evaluations to INTASC

Courses incorporated EdTPA

components

Observation notes

Supervisor evaluations

Written lesson plans aligned to edTPA

#### Descriptions of Processes

Documentation of EdTPA approach

Aligning candidate’s experiences with edTPA prior to student teaching

Student surveys about feedback

#### Limitations

Every part of INTASC? Too much

Para educator standards?

Do we only provide passing scores?

Do they want to know prior attempts?

How do you show actionable observation

notes?

How do we gather data and report on survey of candidates?

Not wanting to teach to the test

## Domain 2 – Candidates’ Knowledge, Skill, and Cultural Responsiveness

**Educator preparation program providers prepare candidates who demonstrate the knowledge, skills, and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state’s approval standards.**

(D) Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington State public schools.

(i) Demonstrate strategic outreach that is highly accessible and responsive to local communities of color.

(ii) Gather and use data to assess strategic outreach to improve responsiveness and effectiveness.

(iii) Identify needs and provide supports for enrollment and success in educator preparation programs for local communities of color and candidates representing linguistic and ability diversity.

### 2D. Possible Documentation and Evidence

#### Data

Adding a question to course evaluations for candidates

[Faculty evaluation item on culturally responsive pedagogy](#)

#### Artifacts

What candidates learn, what is interwoven in courses

Instructors showing strategies they use

[Program design guides](#)

#### Descriptions of Processes

Program design guides and processes

Redesigning with culturally responsive teaching focus

Faculty describe demonstration of cultural responsiveness

[Quarterly meetings for courses outside of department](#)

[Re-designing curriculum for CRT](#)

#### Limitations

How do we do it all?

## Domain 2 – Candidates’ Knowledge, Skill, and Cultural Responsiveness

**Educator preparation program providers prepare candidates who demonstrate the knowledge, skills, and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state’s approval standards.**

(E) Providers set, publish and uphold program admission standards to ensure that all educator candidates and cohorts are academically capable and technically prepared to succeed in educator preparation programs.

(i) Articulate clear criteria and requirements for program entry to applicants.

(ii) Articulate clear expectations for program completion to applicants and candidates.

(iii) Inform, advise, and support applicants and candidates on assessment requirements, timelines, occupational experience requirements, and passing thresholds for PESB approved content and pedagogy assessments as required for the role.

### 2E. Possible Documentation and Evidence

#### Data

End of practica assessment form, MT also rate  
Internships including a reflection conversation with MT  
[Critical reflection](#)  
[Mentor teacher evaluations](#)  
[Student teacher assessments mid/final](#)

#### Artifacts

Methods include reflective journals, critical reflection  
Coursework to TPEP crosswalk/InTasc to TPEP crosswalk  
[Reflective journals -](#)  
[District partnership agreements](#)

#### Descriptions of Processes

District partnership – MT come in to talk  
ST assessments (midterm and final)  
[Internships – reflection conversations with mentor teachers](#)  
[Mentor teacher guest speakers](#)

#### Limitations

[Individualize to larger scale](#)  
[Research](#)  
[Focus on Ed TPA](#)

## Domain 3 – Novice Practitioners

### Educator preparation programs prepare candidates who are role ready.

#### (A) Providers prepare candidates to engage in their role and context upon completion of preparation programs.

- (i) Providers demonstrate that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.
- (ii) Providers demonstrate that completers effectively apply the professional knowledge, skills, dispositions, and technical proficiency that the preparation experiences were designed to achieve.
- (iii) Faculty and supervisors contextualize educators' practice within contemporary socio-political context and administrative regulations in schools and districts.
- (iv) Inform and orient candidates to Washington state processes of certification, licensure, endorsements and ongoing professional learning opportunities and requirements as they apply to the role.

### 3A. Possible Documentation and Evidence

#### Data

Oral exit interview data  
Case studies involving the program Practice EdTPA scores and processes  
Program evaluation data – mentors / supervisor surveys PEAB panel, survey, or report  
Documentation of candidates' time in student teaching  
PESB completer survey linked to candidate / mentor orientation handbook  
[Program evaluation mentor teacher supervisor survey data](#)  
[Time in student teaching practice/feedback modeling](#)  
[Socio-political context](#)

#### Artifacts

Agenda of "sage talk"  
Syllabi – treatment of relevant political and social context of schooling  
Artifacts of mentoring support practices  
[Agenda of sage talk](#)  
[Case study star](#)  
[Mark and DBA \(???\)](#)

#### Descriptions of Process

Description of mentoring support practices  
Licensure support, guidance, technical assistance processes and policies  
Systems aligned with BEST training  
[Oral exit interviews](#)  
[PEAB panel](#)  
[Program evaluation mentor teacher surveys](#)

#### Limitations

[How do you quantify soft skills](#)  
[Time and money for follow-up interviews](#)  
[Need clarification investigation for social political context](#)  
[What is contemporary social political contest?](#)  
[How do you collect data on social political context?](#)

## Domain 3 – Novice Practitioners

### Educator preparation programs prepare candidates who are role ready.

(B) Prepare candidates to develop reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of their practice through feedback and reflection.

(i) Prepare educators to understand and demonstrate achievement and improvement in their practice.

(ii) Providers prepare candidates to seek new learning to remain current in relevant subject area(s), educational theories, practices, research, ethical practice, and industry best practices in career and technical education.

(iii) Ensure that all teacher education candidates exit the program with a professional growth plan.

### 3B. Possible Documentation and Evidence

#### Data

Practice EdTPA scores and processes  
Candidate assignment work sample exemplars  
Completer 1 year follow-up survey  
Case studies involving the program  
Disposition feedback form data  
[Disposition feedback forms](#)  
[Student Team Assignments](#)

#### Artifacts

TPEP data  
District/program meeting agendas focused on support for novice educators  
PGP  
“Blog”

#### Descriptions of Processes

Systems aligned with TPEP and PGP  
Program-led teacher induction supports  
[Mock edTPA teaching](#)  
[\\*Positive impact on student learning assignment](#)  
[First year follow-up survey \(5\)](#)  
[Principal follow up \(5\)](#)  
[Oral interview exit \(1\)](#)  
[\\*PGP](#)  
[\\*Case study](#)  
[University induction \(5\)](#)  
[Blog](#)  
[District/University meeting about the agenda and opportunities](#)

#### Limitations

[Time for mock edTPA](#)  
[Response rate for surveys, time and money](#)  
[Time, man power, and money for university induction](#)  
[How to do district-university meetings about opportunities?](#)

## Domain 3 – Novice Practitioners

**Educator preparation programs prepare candidates who are role ready.**

(C) Prepare candidates for their role in directing, supervising, and collaborating with paraeducators.

(i) Prepare teacher candidates to direct paraeducators working with students in the classroom.

(ii) Prepare administrator candidates to supervise and evaluate paraeducators in schools.

### 3C. Possible Documentation and Evidence

#### Data

Disposition feedback form data

#### Artifacts

Syllabi and coursework focused on paraeducators  
Candidate assignment work  
sample exemplars  
Fieldwork seminar samples

[Disposition form](#)

[Discourse support/sentence frames](#)

[Lesson plan template component specific to human resources in the classroom \(3\)](#)

#### Descriptions of Processes

Coursework and alignment regarding paraeducators

[Embed in coursework/syllabi](#)

[Role playing](#)

[Fieldwork seminars](#)

#### Limitations

[How do you quantify across-the-board?](#)

#### Domain 3 Additional comments – poster was not labeled:

[Reflections ad methods courses](#)

[Follow-p interviews \(5\): limitations – resources and time and money](#)

[PEAB \(candidate panel representing \(4\)](#)

[Video club \(3\)](#)

## Domain 3 – Novice Practitioners

### Educator preparation programs prepare candidates who are role ready.

(D) Providers require candidates to demonstrate knowledge of teacher evaluation research and evaluation requirements.

(i) Providers ensure educator candidates examine Washington's evaluation requirements, criteria, four-tiered performance rating system, student growth goals, and the preferred instructional frameworks.

(ii) Providers ensure candidates demonstrate knowledge and skill in self-assessment, goal setting, and reflection.

(iii) Providers of principal and superintendent programs ensure candidates examine and practice classroom observation skills that recognize and limit bias and promote rater agreement on the four-tiered system.

(iv) Providers of principal and superintendent programs ensure candidates demonstrate knowledge and skill using student growth data and multiple measures of performance for use in evaluations.

(v) Providers of principal and superintendent programs ensure candidates demonstrate knowledge and skill conducting evaluation conferences and developing teacher and principal support plans resulting from evaluations.

(vi) Providers of principal and superintendent programs ensure candidates demonstrate knowledge and skill in the use of an online tool to manage the collection of observation notes, teacher and principal submitted materials, and other information related to the conduct of the evaluation.

### 3D. Possible Documentation and Evidence

#### Data

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#### Artifacts

ts

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#### Descriptions of Processes

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**Domain 4 – State and Local Educator Workforce Requirements**

**Educator preparation programs contribute positively to state and local educator workforce needs.**

(A) Providers partner with local schools, districts, and communities to assess and respond to educator workforce, student learning, and educators' professional learning needs.

(i) Establish, develop partnerships (e.g. schools, districts, community colleges, workforce boards, etc.) to understand educator workforce surplus and shortages.

(ii) Maintain and use partnerships to gather anecdotes, contacts and data points that identify and describe local workforce needs.

**4A. Possible Documentation and Evidence**

Data

Partner

survey Artifacts

Descriptions of

Processes

Partnership network

## Domain 4 – State and Local Educator Workforce Requirements

### Educator preparation programs contribute positively to state and local educator workforce needs.

(B) Prepare candidates to develop reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of their practice through feedback and reflection.

(i) Prepare educators to understand and demonstrate achievement and improvement in their practice.

(ii) Providers prepare candidates to seek new learning to remain current in relevant subject area(s), educational theories, practices, research, ethical practice, and industry best practices in career and technical education.

(iii) Ensure that all teacher education candidates exit the program with a professional growth plan.

### 4B. Possible Documentation and Evidence

#### Data

- Survey of district partners
- Data on participation in outreach events
- First-year follow-up assessment data
- Placement data – track geography and categories
- Hiring rates
  - Changes in # of students
    - How many placed
    - How many scholarships
    - How many persisted
    - Tracking of “who is not”
- Enrollment

#### Artifacts

- Agenda, minutes, associated materials
- Highline Partnership (MOU)
- MOUs with public and private schools

#### Descriptions of Processes

- Conversations with ESDs
  - PEAB with local school partners
- Listening sessions with school districts
- Teacher Academy Partnerships
- Recruiting Native teachers
- Expand high level needs endorsements for centers – info from school districts
- Online SPED endorsement
- STEM teach moving – high need endorsement across WA
- Professional development
- Early Childhood Conference
- Teachers receive clock hours
- First year follow-up assessment
- Targeted scholarships
- Target private school needs
- Partnership survey
- National Advisory Council
- Field Director partnership agreements
- Weekly newsletter to candidates and interested alumni – current job openings
- On campus career fair

## Domain 4 – State and Local Educator Workforce Requirements

### Educator preparation programs contribute positively to state and local educator workforce needs.

(C) Providers use preparation program and workforce data in cooperation with professional educator advisory boards to assess and respond to local and state workforce needs.

(i) Providers use local and state workforce data to identify and monitor state and local educator and workforce shortages across local districts, industries, and content areas relevant for the roles for which the program recommends certification.

(ii) Analyze enrollment, preparation process, and program outcomes data to understand programs' process and performance relative to the local and state educator and industry workforce needs relevant for the roles for which the program recommends certification.

(iii) Providers present to professional educator advisory boards workforce data and program analyses to develop program goals and strategies that can be enacted to meaningfully address state and local workforce needs.

### 4C. Possible Documentation and Evidence

#### Data

Needs assessment survey  
Data regarding addressing STEM, SPED,  
DLL Data on participation in outreach  
events

State data

Rural/remote info data

E-Cert Data

#### Artifacts

Agenda, minutes, associated materials  
Notes from PEAB meetings  
Marketing materials

#### Descriptions of Processes

Building offerings around hiring needs  
Catholic Education Advisory Board  
SPED TEACH grant  
Advising piece to focus on high need areas  
Alt Route Advisory Board  
Target scholarships with pay-back through 3 year service to schools

#### Other Domain 4 Comments:

1. Can we ask SD's about student learning needs in a formal way?
2. How do we use district feedback to impact recruitment and student decisions about endorsements?
3. Candidates will decide on endorsements they want and we cannot force them to choose shortage areas

**Domain 5 – Data and Assessment  
Systems**

**Educator preparation providers maintain data and systems that are sufficient to evaluate program performance, direct program decision-making, and fulfill reporting requirements of the professional educator standards board.**

(A) Providers develop and maintain effective data systems that are sufficient for program growth, evaluation, and mandated reporting.

(i) Maintain a data infrastructure that enables storage, tracking, and reporting functions to meet annual data submission requirements and assess program design and outcomes in alignment with state standards.

(ii) Collect, store, and report data according to the structure according to the Data Manual and Report Guidance published by the Professional Educator Standards Board.

(iii) Systematically and comprehensively gather data and evidence on recruitment, retention, candidate learning, and program operations.

(iv) Data and assessment systems include processes and safeguards that ensure fair and unbiased assessment of candidates.

**5A. Possible Documentation and  
Evidence**

Data

Benchmark/Appeals

Artifacts

Interrater work regarding appeals, benchmarks and online system

Data reporting job role

Description of system, nuances by program, visual representation, assessment plan

Descriptions of Processes

Description of system, including program nuances, visual representations, and assessment plans. Data governance processes and policies

Online systems (via, C&W, live text)

Limitations

What does “effective” mean or Intel

IV: may be most challenging – to what level?

Reporting student level data – wat do we need for infrastructure?

Ensuring ALL elements are collected

Where/how is this domain evidence collected/used (particularly non-quantitative or outside the indicators?)

Some elements are used by programs almost daily so had a different kind of storing

**Domain 5 – Data and Assessment  
Systems**

**Educator preparation providers maintain data and systems that are sufficient to evaluate program performance, direct program decision-making, and fulfill reporting requirements of the professional educator standards board.**

**(B) Providers utilize secure data practices for storing, monitoring, reporting, and using data for program improvement.**

(i) Develop, publish, and maintain program-specific standards for data security, access, and governance.

(ii) The professional education advisory board annually reviews and analyzes data for the purposes of determining whether candidates have a positive impact on student learning and provide the institution with recommendations for programmatic change.

(iii) Program leaders aggregate program and candidate data over time and incorporate perspectives of faculty, data administrators, candidates, professional educator advisory boards, and P-12 partners to inform program decision-making.

(iv) Programs consider and respond in writing to recommendations for program change from the members of the professional education advisory board.

**5B. Possible Documentation and  
Evidence**

Data

Data and processes to systematize review of program standards

[Dashboards](#)

Artifacts

Minutes of meetings regarding program changes and data that informed them Institutional / regional / accreditation reviews

Accessing, training, orientation/onboarding checklists, content filters Information compliance protocols

PEAB agenda /

minutes

[Exemplars of reports](#)

[Description of assessment cycle](#)

[Minutes of program adjustments](#)

Descriptions of

Processes

Description of system, including program nuances, visual representations, and assessment plans. Data governance processes and policies

Interrater work regarding appeals, benchmarks and online systems. Example reports and / or dashboards Description of candidate assessment cycle

[Institutional regional process e.g. internal program review, institutional accreditation](#)

[Systematize review of domains](#)

Limitations

[Infrastructure differences of dashboard](#)

**Domain 5 – Data and Assessment  
Systems**

**Educator preparation providers maintain data and systems that are sufficient to evaluate program performance, direct program decision-making, and fulfill reporting requirements of the professional educator standards board.**

(C) Programs produce and utilize data reports in accordance with data and reporting guidance published by the professional educator standards board.

(i) Faculty, administrators, and professional educator advisory board members collaborate for program review and improvement.

(ii) Data administrators submit annual data according to data manual, schedule, and reporting guidance adopted by the Professional Educator Standards Board.

(iii) Gather and submit additional program and candidate data as requested by the professional educator standards board as needed to complete all aspects of the program review process.

**5C. Possible Documentation and  
Evidence**

Data

- Record of annual submissions
- Internal reports developed using program data

Artifacts

- PEAB agendas/[reports](#) reflecting focus on relevant data
- [Internal reports](#)

Descriptions of Processes

- PESB reporting practices

Limitations

- Limits of PEABs
- [Report to PESB to actually show the dynamic work](#)

**Domain 6 – Field Experience and Clinical Practice**

**Educator preparation providers offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role.**

(A) Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125 and WAC 181-78A-300.

(i) The program provider and school partners cooperatively design, implement and evaluate field experiences and clinical practices conforming to board standards and requirements for the role.

(ii) Clinical practice for teacher candidates in programs approved to offer traditional routes to teacher certification must consist of no less than four hundred fifty hours in a classroom setting, with a qualifying mentor teacher. Clinical practice for teacher candidates in programs approved to offer Alternative Routes to certification must consist of no less than five hundred forty hours in a classroom setting, with a qualifying mentor.

(iii) Principal candidates complete an internship for a full school year, consisting of at least five hundred forty hours, half of which must be during school hours when students and/or staff are present. Interning candidates must demonstrate that she or he has the appropriate, specific skills pursuant to the standards identified in WAC 181-78A-220 and WAC 181-78A-232 and meets, at minimum, the standards-based benchmarks approved and published by the professional educator standards board.

(iv) Superintendent candidates must complete an internship of at least three hundred sixty hours. Interning candidates must demonstrate that they have the appropriate, specific skills pursuant to the standards identified in WAC 181-78A-220 and WAC 181-78A-232.

(v) Candidates in CTE plan 1 programs must complete a student teaching experience of at least four hundred fifty hours. Candidates must demonstrate that they have the appropriate, specific skills pursuant to the standards identified in the career and technical education standards approved by the Professional Educator Standards Board.

(vi) Candidates in CTE plan 2 programs must complete a practicum. Candidates must demonstrate that they have the appropriate, specific skills pursuant to the standards identified in the career and technical education standards approved by the Professional Educator Standards Board.

(vii) Providers articulate in writing clear entry and exit criteria for the field experience as well as a process for mitigating concerns during clinical practice for candidates, school leader(s), and the mentor.

**6A. Possible Documentation and Evidence**

Data

[Placement coordinator/supervisor demographics and qualifications](#)  
[District feedback to program](#)  
[Alternative route hours](#)

Artifacts

Interagency agreements  
MOU's with partnering districts and / or schools  
PEAB agendas reflecting focus on field experience learning  
Agendas from quarterly meetings with partnering districts  
Teacher residency candidate or mentor handbook / manual

Descriptions of

Processes "M.T. trainings"  
Placement coordinator / supervisor coursework, policy, and / or process Placement systems for candidates  
BEST practices on placement  
[Quarterly meetings with partner districts](#)  
[Mentor teacher training](#)

Limitations

[Some \(not all\) have professional ed Council for endorsements with faculty leads](#)

## Domain 6 – Field Experience and Clinical Practice

**Educator preparation providers offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role.**

(B) Providers ensure that candidates integrate knowledge and skills developed through field and industry experiences with the content of programs' coursework.

(i) Providers offer field experiences in which teacher and principal candidates plan, practice, discuss and reflect upon methods of instruction and differentiation, and all educator candidates demonstrate that they have the appropriate, specific relevant skills pursuant to WAC 181-78A-220, WAC 181-78A-232, and WAC 181-78A-300.

(ii) Integrate assignments, assessments, and actionable feedback throughout candidates' field experiences.

(iii) Provide faculty supervision, including on-site visits, on an on-going basis.

(iv) Identify and recruit mentors for candidates who are educational leaders collaboratively with the partner school(s) or district(s).

(v) Ensure that candidates' mentors are fully certificated school personnel and have a minimum of three years of professional experience in the role they are supervising.

(vi) Mentors and school leaders are provided with a set of internship expectation and receive, or provide, evidence of having received, training and experience mentoring adult learners and culturally responsive teaching and learning.

(vii) Effectiveness of mentor preparation and communication are reviewed annually by program faculty.

### 6B. Possible Documentation and Evidence

#### Data

Candidate survey Longitudinal placement data  
[Placement expectations re diversity](#)  
[Post review of key assignments/ validity/reliability](#)  
[Alumni connections](#)

#### Artifacts

Syllabi and candidate assignment exemplars connecting student teaching placement to course syllabi Coursework outcomes in residency manual  
Course schedules and program arc  
Candidate assignment work sample  
exemplars Mentoring handbook  
Exemplar of assignments Course schedule

#### Descriptions of

Processes  
Placement policy  
Learning walks with headsets  
Mentor training  
[Adding seat time to field experience](#)  
[Learning walks with headsets](#)

## Domain 6 – Field Experience and Clinical Practice

**Educator preparation providers offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role.**

(C) Providers offer field experiences and related testing requirements in accordance with 181-78A-300 and board approved candidate assessment requirements.

(i) Ensure that educator candidates are placed in settings where they can be evaluated and given feedback.

(ii) Ensure that educator candidates are fingerprinted and have completed required character clearance prior to placement in field experience settings.

(iii) Ensure that teacher candidates have completed assessment requirements in accordance with WAC 181-78A-300(2) corresponding with their endorsement area prior to beginning field based experience.

### 6C. Possible Documentation and Evidence

#### Data

Program admissions  
Transition check points  
District processes and data Assessment endorsements  
[Classroom teacher qualifications](#)

#### Artifacts

Teacher residency candidate or mentor handbook / manual MOU's with partnering districts and / or schools  
Agendas from quarterly meetings with partnering districts  
Course example of content assessments  
[Communication logs with districts, HR](#)

#### Descriptions of

Processes EdTPA practices  
Mentoring practices  
Summer intensives

#### Limitations

[District compliance](#)

**Domain 6 – Field Experience and Clinical Practice**

**Educator preparation providers offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role.**

(D) Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density.

(i) Field experiences provide opportunities to work in communities or with student populations with backgrounds dissimilar to the background of the candidate.

(ii) Course assignments and discussions offer candidates opportunities reflect upon interactions with diverse populations and communities in order to integrate professional growth in cultural responsiveness as a habit of practice.

(iii) Candidates have opportunities to design, implement and receive feedback on cultural responsiveness in lessons, assignments, and activities.

**6D. Possible Documentation and Evidence**

Data

District frameworks and data  
Program evaluation data – mentors / supervisor surveys  
Practice EdTPA scores  
Placement records  
Data on cohorts and districts  
[Diversity index](#)

Artifacts

[Diversity index](#)  
[Placement records](#)  
[Definitions of diversity/race](#)

Descriptions of Processes

Practice EdTPA processes  
Pipeline and process for growing own educators  
[A multi-cultural experience](#)  
[Surveys of students served versus candidates](#)  
[Self-reflection around classmates](#)

Limitations

[Grow your own?](#)  
[Trans: issues](#)  
[Diii: does this need to happen only in field experience and with respect to other courses?](#)  
[Compliance for out of state cert?](#)

## Domain 7 – Program Resources and Governance

**Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.**

(A) Providers ensure that programs utilize a separate administrative unit responsible for the composition and organization of the preparation program.

(i) An officially designated administrator is responsible for the composition and organization of the preparation program.

(ii) Budgetary allocations are sufficient for the program to assure that candidates meet state standards and requirements of the professional educator standards board.

### 7A. Possible Documentation and Evidence

#### Data

Budget 2-3 years

Table of roles and FTE supported by DA, Cert, Lead, Field Coordinator

#### Artifacts

Organizational chart with narrative regarding responsibilities and job descriptions  
Chart of committee structure

Assessment specialist, outreach retention specialist, content focus/department chair

[Narrative of how program actually works – decisions made](#)

[Chart of committee structure](#)

[Budget – 2 to 3 years](#)

[Budget transparency important](#)

[Budget narrative needed to explain adequately](#)

#### Descriptions of Processes

Narrative of how program decision are made

Budget narrative regarding adequacy of

resources  
BEST program work for sustainability

#### Limitations

[Organizational chart is subject to change](#)

[Chart may not show all people in positions or crossover and collaboration](#)

[Some units don't have their own budget](#)

[Items are named inconsistently on a budget](#)

## Domain 7 – Program Resources and Governance

**Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.**

**(B) Providers ensure that programs have adequate personnel to promote teaching and learning.**

(i) Workload policies allow program personnel to effectively perform their assigned responsibilities within the program.

(ii) Specific program personnel are assigned the responsibility of advising applicants for certification and endorsements and for maintaining certification records.

(iii) The program has adequate field supervisors and other support personnel.

### 7B. Possible Documentation and Evidence

#### Data

Class enrollment  
Definition and data on faculty members' load  
Number of visits  
Ratios of faculty to students  
[Required visits for supervisors](#)  
[Qualifications and background – vita and resumes of personal](#)

#### Artifacts

Organizational chart with narrative regarding responsibilities and job descriptions  
Qualifications, backgrounds, vitas for faculty

#### Descriptions of Processes

Visits for field supervisors  
Workload polices, mentor assignment, descriptive statistics

#### Limitations

[What is "adequate"?](#)  
[Look at \(what is\) not having enough?](#)  
[How do adjunct faculty fit in the definition of faculty load? What does load mean for them?](#)  
[Define more broadly in terms of support for candidates re "visits" for field supervisors](#)

## Domain 7 – Program Resources and Governance

**Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.**

**(C) Providers ensure that programs have adequate facilities and resources to promote teaching and learning.**

(i) The program has the necessary classrooms, lab space, office space, and/or other facilities.

(ii) The program has technology, library, curricular, and electronic information resources.

(iii) The facilities support faculty and candidate use of technology.

### 7C. Possible Documentation and Evidence

#### Data

Library report to IPEDS, user-friendly  
feedback Resources available, used, feedback  
from users  
Program evaluation data – candidates / mentors / supervisor surveys  
[University requirements for space, enrollment](#)  
[Capital budget](#)  
[Participant feedback](#)  
[Library – report to IPEDS, user feedback](#)  
[Part three resources available, used, feedback from university surveys/support staff FTE](#)

#### Artifacts

University requirements for space,  
enrollment Program capital budget and  
scheduling  
BET guidelines on review  
[Designated spaces](#)  
[Scheduling](#)

#### Descriptions of

Processes Supports  
available

#### Limitations

[Sometimes decisions are out of the hands of those teaching/running the program](#)  
[How do district partner resources fit into University requirements for space/budget/scheduling?](#)  
[Non-personnel budget](#)