



The Professional Educator Standards Board

October 23, 2019

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Announcements

New reports

- Microcredentialial Report- November board meeting
- December legislative reports: assessment, assignment, RWT, alt routes, paraeducator pilot

News

- [PESB September newsletter](#)
- October 24, 11 am: clock hour webinar. Register at <http://bit.ly/2ZsicJz>

Upcoming discussion items

- Field placement plans due July 1
- MOA needed from Alt Route programs
- SB 5082 “comparing programs on a periodic basis”
 - What ideas do programs have?
 - What will this look like?
 - How might this look for future educators?

Strategic plan timeline

- **September 2019** Joint Board meeting will focus on: Strategic planning activities defining a mission and vision, and articulating agency values. Additionally, staff will propose the process for the new Strategic Plan.
- **November 2019** Joint Board meeting will focus on: Strategic planning activities finalizing agency values (guiding principles and beliefs), articulating agency goals, and key performance indicators. Additionally, staff will provide an initial structure for the Strategic Plan.
- **January 2020** Joint Board meeting will focus on: Strategic planning activities finalizing agency goals and key performance indicators, and articulate desired outcomes for communications and feedback on the Strategic Plan. Additionally, staff will provide an initial overview for the community / stakeholder engagement plan.

Timeline continued

- **March 2020** PESB Board Meeting will focus on: Featuring a stakeholder engagement event / community forum to provide feedback on the Strategic Plan.
- **May 2020** Joint Board meeting will focus on: Featuring a stakeholder engagement event / community forum to provide feedback on the Strategic Plan.
- **Spring 2020** PESB will conduct a survey to gather feedback on the Strategic Plan.
- **July 2020 Board retreat** will focus on: Staff will present analysis of feedback from community forums / survey and will provide recommendations for the Strategic Plan. Board members will consider adopting the final Strategic Plan.

Legislative priorities

Success in 2019: - In partnership with Rep. Alex Ybarra, we successfully eliminated the legislative requirement to achieve a passing score on the WEST-B.

Challenges from 2019: - The legislature did not provide the funding necessary to implement legislatively required paraeducator training.

Sights on 2020 - The Legislature must fully fund the paraeducator certificate program.

PESB work groups

Professional practice

This workgroup will review the educator discipline system in Washington, and present recommendations on:

- Improvement of the administration of professional educator certificate discipline;
- Alternative forms of discipline that may be imposed on certificates of professional educators, including probation, the payment of a fine, and corrective action; and
- Whether to establish a process for review and expungement of reprimands issued against educator certifications.

Student Voice in EdTPA

This workgroup will present recommendations to the Board on policy around student voice rubrics. Workgroup members will examine existing issues around the edTPA student voice, and discuss policy recommendations on consequentiality, or the elimination of the Washington student voice rubrics.

Upcoming work groups

Educator assessment system

In Spring 2019, the legislature made a significant change to Washington's educator assessment system, removing the requirement of meeting a specific score on the WEST-B basic skills exam. This workgroup will examine current educator assessment requirements and present recommendations on the creation of a coherent assessment system that ensures a properly credentialed and diverse teaching workforce. The workgroup will focus on the passing requirement for edTPA and the case-by-case exception process for Washington content knowledge assessments.

The collaborative

This workgroup is made up of representatives from educator and education-based agencies and organizations. Created out of the 2019 legislative session, the collaborative is tasked with establishing recommendations on how to improve and strengthen state policies, programs, and pathways that lead to highly effective educators at each level of the public school system. This workgroup is anticipated to begin in late 2019.

Implementation of new policy

- Educator shortage
- Clock hour policy
- Social Emotional Learning (SEL)
- Standards, Approval, and Review
- Assessment



Educator shortage

How is shortage defined?

- 2019 Legislative session:

HB 1139 asks PESB to define shortage in consultation with OSPI, and to use **quantitative** and **qualitative** measures in the definition

Quantitative definition of shortage

Shortage calculated by adding number of teachers teaching out-of-endorsement in a content area to the number of teachers with limited certificates in that same content area. This sum is then divided by the total FTE of teachers in that geographical area.

Detailed information regarding calculations is in the [technical definition for quantitative shortage](#).

Qualitative definition of shortage

- PESB recognizes that local shortages exist that may not be captured within the quantitative definition.
- PESB allows local designation of shortage according to the process used for defining [qualitative shortage](#).

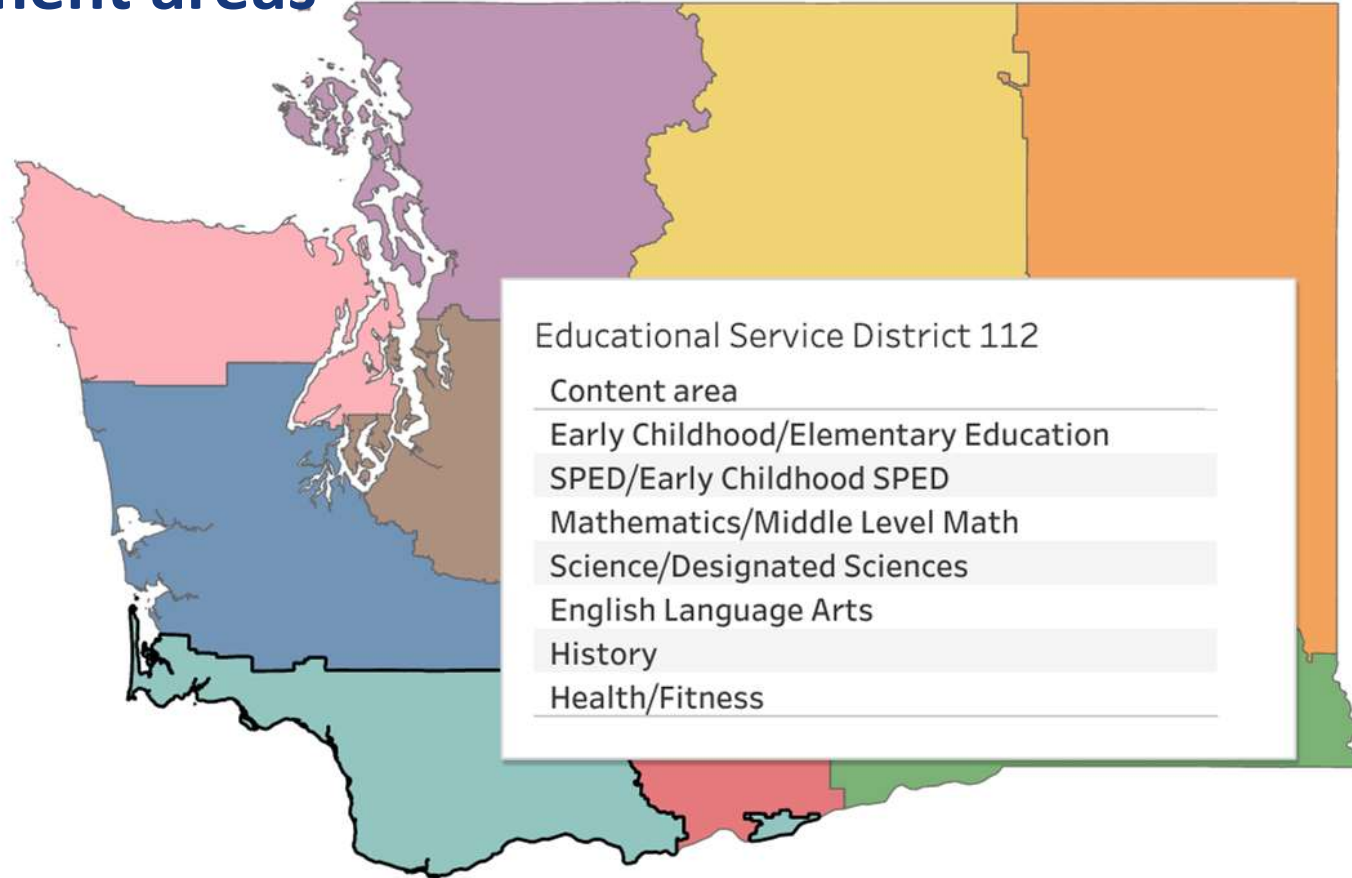
Four shortage lists were developed:

For each of these lists, data is available for each specific ESD region as well as statewide.

<https://www.pesb.wa.gov/workforce/educator-shortage/>

- Shortage inclusive of teacher endorsements only
- Shortage inclusive of CTE teacher areas only
- Shortage inclusive of ESA roles only
- Shortage inclusive of teacher, CTE teacher, and ESA areas

Interactive map of regional teacher endorsement areas



Regional teacher endorsement areas

Four endorsements appeared as shortages in **nine regions**:

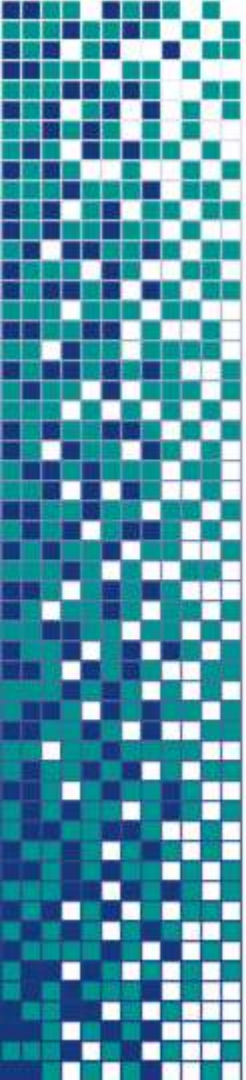
- Early childhood and elementary education
- Math and middle level math
- English language arts
- Science, middle level science, and designated sciences

Appearing as a shortage in **eight regions**:

- Special education and early childhood special education

Statewide teacher endorsement shortage list:

- Early childhood and elementary education
- Mathematics and middle level mathematics
- Special education and early childhood special education
- English language arts
- Science, middle level science, and the designated sciences
- Health/fitness
- English language learner and bilingual education



PESB

page with
interactive
maps
and shortage
lists now
available:

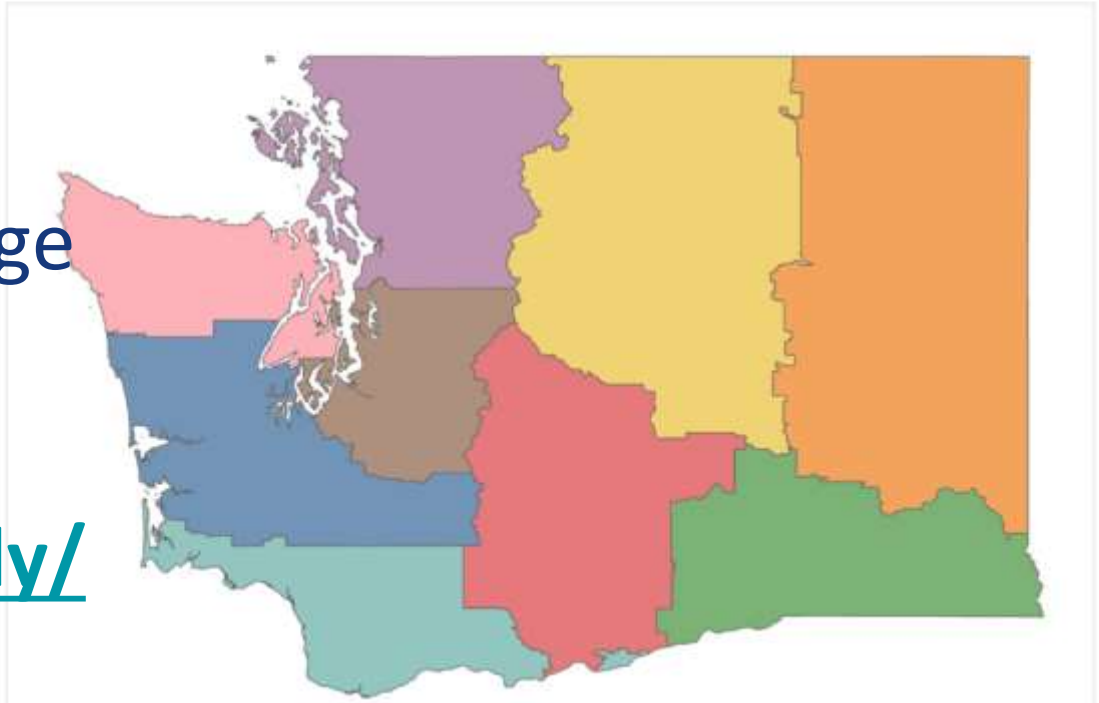
[http://bit.ly/
2P3x5fz](http://bit.ly/2P3x5fz)

Shortage inclusive of teacher, CTE teacher, and ESA areas

ESD regional shortage areas

Data as of October 2, 2019

Display updated October 15, 2019



Changes to Clock Hour Policy

In July 2019, PESB adopted policy changes stemming from work group recommendations.

More information:

- Clock hour webinar Thursday, Oct. 24, 11 am.
Register: <http://bit.ly/2nNIKDz>
- Informational web page:
<http://www.pesb.wa.gov/clock-hour-changes>
- Full policy in [WAC 181-85](#).

Some clock hour policy changes:

- **Continuing education units (CEUs) from accredited colleges or universities**, whether in-state or out-of-state, may be used as clock hours for certification. Credits from these same institutions are already accepted. (181-85-025)
- Clock hours may not be offered for individuals **serving as the instructor** for a course for which that individual is the only participant.

All clock hour providers and courses must meet the standards

- **When partnering with another organization, an approved clock hour provider cannot provide blanket approval** of all courses from that organization.
- The approved clock hour provider must follow all relevant policy for approving each individual course. (181-85-200)

Local approval of clock hour courses:

Prior to offering a course, the local clock hour committee must approve:

- Date of course
- Number of clock hours being offered
- Course objectives and program agenda
- Instructors and their qualifications
- Relation to clock hour standards: 181-85-202.

(181-85-045, 181-85-200, 181-85-205)



SEL integration into standards from SB 5082

Background legislation

In this year's session, the Washington State legislature required the Professional Educator Standards Board (PESB) to incorporate social emotional learning (SEL) standards into teacher, principal and paraeducator certification standards by January 1, 2020.

WAC language mirrors SB 5082

“Providers ensure that teacher and principal candidates can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support. The guidance provided to candidates must include the social-emotional learning standards, benchmarks, and related competencies described in RCW 28A.410.270.”

What are the SEL standards?

Washington state SEL standards

Self	Social
1. Self-awareness	2. Social awareness
3. Self-management	4. Social management
5. Self-efficacy	6. Social engagement

What do programs need to do?

- Ensure that all teacher and principal candidates meaningfully engage with the SEL standards
- Programs can begin implementation now or in January 2020 (SB 5082)
- As implementation of InTASC and NELP has already begun, some of this work has already been done.

InTASC and NELP standards

The InTASC and NELP standards have already been adopted by state and by programs.

Overlap with SEL

- InTASC standards 1, 2 and 3
- NELP standards 1, 2 and 3

PESB will be making a crosswalk between SEL and InTASC and NELP standards available to preparation programs in January 2020.

Support resources available now

- OSPI SEL [online education module](#)
 - Designed for in-service, but activities can be modified for pre-service
- [July 2019 OSPI SEL report](#)
 - SEL standards, benchmarks and indicators document ([Appendix D](#))
 - Implementation guides ([Appendices C-I](#))

Next Steps to support prep programs

1. OSPI SEL committee: PESB will participate
2. PESB Professional learning grant - educators pilot aligning PGPs to SEL
3. PESB will review best practices based on outcomes of both groups, and collaboration with programs
4. PESB anticipates providing further guidance to preparation programs during the 2020-21 school year

Standards approval and review updates

Standards approval and review updates

- Indicator Feedback - March 2019. Schedule time to unpack with your teams. Reach out with questions.
- 27-month Review - Conducted one review, others scheduled.
- ERDC Data Transition. Submit Candidate Unit Data. Be advised about condensed templates. Contact with questions.
- Since Time Immemorial - Implementation guidance and support based on tomorrow's workgroup will be forthcoming from PESB and OSPI Office of Native Education

Updated program approval forms

- **Approval processes** | Adding an endorsement and creating a new program.
- **Guiding framework** |
 - Address and verify **all program standards and requirements**.
 - Encourage an **increasingly clear picture** of the full program at each new EPP approval stage.
 - Demonstrate **community need** and use **data** to inform design.
 - Collect information aligned with what is collected in **ongoing and 27 month review**.
 - Increase opportunities for program **learning and innovation** through meaningful questions.
 - **Minimize duplication** of program information.

PESB approval for programs in the following roles:

- Residency teacher
- Initial CTE teacher (Plan 1 and Plan 2 programs)
- Initial CTE director
- Residency principal
- Residency program administrator
- Initial superintendent
- Residency school counselor
- Residency school psychologist

Assessment

- edTPA update
 - Postponing SV consequentiality until fall 2020.
 - October: edTPA SV work group meeting
 - November: Board meeting presentation re: edTPA SV work group recommendations
- Basic skills assessment
 - Allowing the use of OOS and NA basic skills assessment for all candidates

Current policy

Current	Alternatives	Equivalencies
Who?	All candidates - all programs	Out-of-state candidates for certification & out-of-state candidates for admission into post-bac / master's level programs
What test?	Assessment designated as equal rigor by the PESB * "equal rigor" only established for SAT and ACT	Equivalent basic skills tests (national or other state's) as published by the PESB, NBPTS certification, equivalent second tier license from another state. Equivalent test list
RCW & WAC	RCW 28A.410.220 (1) (d) WAC 181-01-004	RCW 28A.410.220 (1) (c) WAC 181-01-002

Issues with the current policy

- The distinction between alternatives and equivalent tests caused confusion for teacher preparation programs and school districts when guiding their candidates.
- Many stakeholders have raised an equity issue between out-of-state candidates who apply to a master's or post-baccalaureate program and those who apply to an undergraduate program.
- This requirement appears to be a barrier particularly for military spouses who transfer to Washington undergraduate-level teacher prep programs.

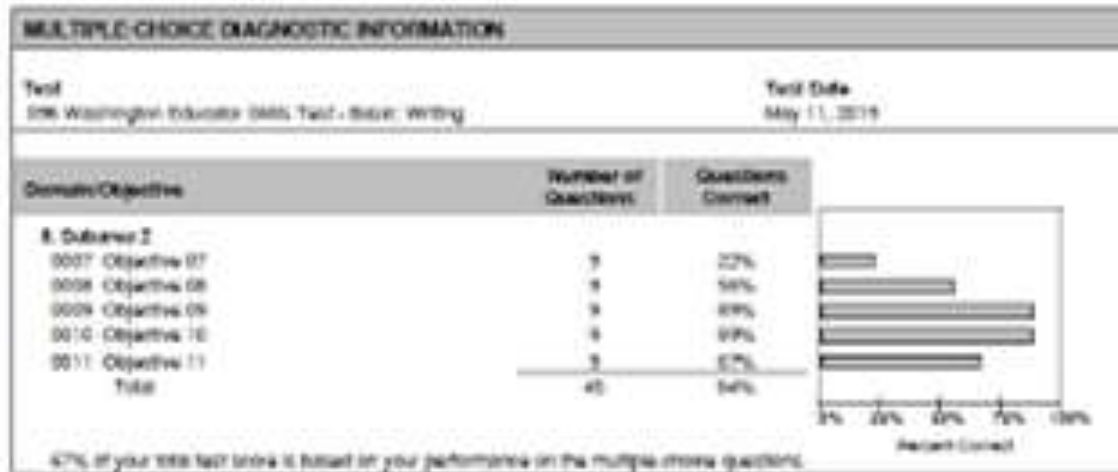
Approved basic skills assessment options

Proposed	Alternatives & Equivalencies
Who?	All candidates - all programs
What test?	SAT, ACT and other equivalent basic skills tests (either national or other state's) approved and published by the PESB Equivalent test list
RCW & WAC	RCW 28A.410.220 Proposed WAC 181-01 & WAC 181-78A-300

Enhanced WEST-B score report

Washington Educator Skills Tests

Diagnostic Score Report



Washington Educator Skills Tests

Diagnostic Score Report

CONSTRUCTED-RESPONSE DIAGNOSTIC INFORMATION		
Test 096 Washington Educator Skills Test - Basic Writing	Test Date May 11, 2019	
Domain/Objective	Number of Questions	Your Score
0912 CR Component 1		
1 CR Item 1	1	4
2 CR Item 2	1	4



77% of your 0912 test score is based on your performance on the constructed-response questions.

Constructed-Response Score Information
<p>CR Item 1</p> <p>A "4" is a well-organized and developed composition that effectively addresses the assigned content, purpose, and audience.</p> <ul style="list-style-type: none"> The writer effectively addresses the given topic and remains focused on that topic; the discussion is fluent and includes language and style appropriate for the audience, purpose, and occasion. The composition is well-organized with a logical sequence of ideas and clear writing. The writer's position is well-developed with relevant, strong, and effective supporting information; the reasoning is strong. The composition exhibits careful and precise word choice; sentence structures are varied and effective. The composition includes no more than minor flaws in standard spelling, capitalization, and punctuation.
<p>CR Item 2</p> <p>A "4" is a well-organized and developed composition that effectively addresses the assigned content, purpose, and audience.</p> <ul style="list-style-type: none"> The writer effectively addresses the given topic and remains focused on that topic; the discussion is fluent and includes language and style appropriate for the audience, purpose, and occasion. The composition is well-organized with a logical sequence of ideas and clear writing. The writer's position is well-developed with relevant, strong, and effective supporting information; the reasoning is strong. The composition exhibits careful and precise word choice; sentence structures are varied and effective. The composition includes no more than minor flaws in standard spelling, capitalization, and punctuation.

National Standards Updates - Reading

- 2018, Vetting re: Reading National Standards
 - International Literacy Association Standards & International Dyslexia Association Standards
- 2019, Reading focus group meetings
- 2019, September
 - Develop Washington competencies combining both the ILA standards and the IDA standards, and adopt a newly customized WEST-E
 - [Related board materials](#) (Sep, 2019, tab 9)
- 2019-2020 Anticipated Reading Washington competencies development



thank
you

www.pesb.wa.gov