



PESB INSIGHTS

PESB Presentation to the WACTE CEEDAR gathering

Charge of PESB

The Washington Professional Educator Standards Board (PESB) is responsible for policy and oversight of Washington State's system of educator preparation, certification, continuing education, and assignment ([RCW 28A.410.210](#)).



PESB works to advance educator workforce development and pursue policy and innovation that are responsive to educator shortage, continuing education and increasing the diversity of the workforce.

Opportunities for Exploration

- Teacher knowledge , teacher skill, clinical practice
 - New Standards
 - Cultural Competence Standards
 - Endorsement Competency
 - Connection with Paraeducators
 - Preservice and Inservice Tools- Microcredentials
 - Advancing Equity in Educator Preparation

New Program Standards - Overarching Areas



Candidates and Cohorts



Candidate Knowledge, Skills and Cultural Competency



Novice Practitioners



State and Local Educator Workforce Needs



Data and Assessment Systems

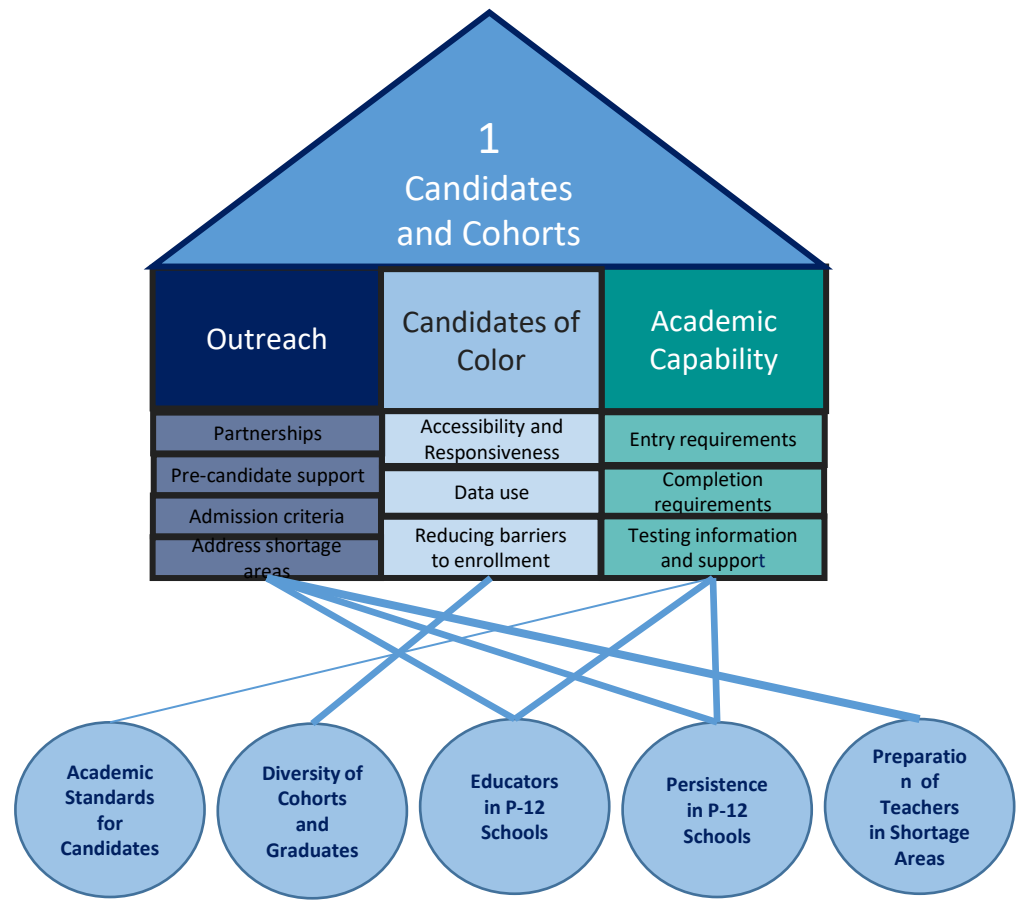


Field Experience and Clinical Practice



Program Resources and Governance

How will we know?



Indicators of Program Effort and Outcomes

Individually, these indicators don't say much about any program. Together, they say a lot about each program and the system they make up.

- Candidate's previous academic work
- Candidate's content knowledge
- Candidate's practical skills in planning, instructing, and assessing
- Cohorts' gender, racial, and ethnic diversity, relative to their context
- Completion rates of groups of candidates'
- Candidate's experiences after completing the program and after teaching for 1 1/2 years
- Teachers entering Washington P-12 schools
- Teachers remaining in Washington P-12 schools
- Preparing teachers in subject areas that need teachers (ELL, SPED, STEM)

The indicator system is designed to evolve and improve

Changes to Program Review Structure

Staff and Board members worked with stakeholders to emphasize equity and access in all aspects of programs' work

- Revised Program Standards
- Revised Review Structure

We emphasize not only how programs are built, but how they invite their candidates in, and prepare them to serve their community.

New structure allows for new components such as tribal sovereignty or paraeducator standards to be considered as part of rubric process

Cultural Competency Standards

Developed in 2009 through direction of legislature and EOGOAC, PESB required programs to uphold standards at pre-service level



Cultural Competency Standards

What are the Cultural Competency Standards?

The Cultural Competency Standards were created by the Washington State Professional Educator Standards Board (PESB) in response to direction from the [Education Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#). These standards ensure that Washington State educators develop and hone their cultural competence at each progressing level of the educator continuum (pre-service, induction, professional, and career).

Cultural competency includes knowledge of student histories and context, understanding of cultural norms and values, ability to access community and family resources, as well as skills in adapting instruction to students' experiences and individual cultural contexts.

The standards demonstrate the state's commitment to cultural responsiveness and to ensuring all educators are prepared to recognize diversity as an asset and build upon students' diverse strengths.

Who can use these standards?

- The standards are primarily geared towards teachers, but are useful for all educators
- Educator Preparation Programs (EPPs) are required by the PESB to uphold these standards in their program at the pre-service level
- School districts, Educational Service Districts (ESDs), school building leaders, and educators may use these standards as a tool for professional development, training, and self-assessment/reflection
- The standards are used in collaboration with OSPs and other state agencies to ensure alignment in cultural competency aspects of programs and initiatives

Why do we need Cultural Competency Standards?

The students and families served by our school system are becoming increasingly racially and linguistically diverse, bringing incredible assets and richness to our schools. Nearly 50% of public school students are students of color, and it is projected that by 2025, 1 in 4 students will be English Language Learners (ELLs). Given that our current teacher demographics (89% white) do not match the student demographics, it is of the utmost importance that all educators are prepared to be culturally responsive, serve all our state's students, and recognize and honor diversity as an incredible asset. It is the responsibility of the state to uphold these standards, and of educator preparation programs to ensure that candidates recommended for certification have basic cultural competency skills in line with the pre-service competencies outlined in these standards.

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Cultural Competency Standards

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COMPONENT 1.0 Professional Ethics within a Global and Multicultural Society

Description of Practice: Ethical and moral concepts and practices that undergird Equity, Civil Rights, and Cultural Competence for education professionals and systems.

Element 1.1 Human Rights

The recognition of the inherent dignity and of the equality and inalienable rights of all members of the human family, which is the foundation for freedom, justice, and peace in the world.¹

EDUCATOR PREPARATION CONTINUUM

The educator candidate...

The educator...

Pre-Service

Has basic understanding and knowledge of the Universal Declaration of Human Rights.²

Demonstrates respect for human dignity and individual rights.³

Induction (1-2 years)

Is obligated to educate every child.

Is able to articulate basic human rights and fundamental freedoms.⁴

Professional (3-5 years)

Demonstrates and reflects an understanding of the unique characteristics and cultural richness of the diverse ethnicities represented in the student population.⁵

Assures the content and pedagogy used in the classroom are conducive to the success of each unique culture in that classroom.⁶

Promotes the values of understanding, respect, and friendship among all nations, racial, or religious groups.⁷

Provides opportunities for students to be heard in decisions that affect them.⁸

Career (5+ years)

Helps students, parents, and fellow educators understand the implications of human rights in school/classroom.⁹

Cultural Responsiveness in New Standards & Review System

- Shift to new indicator review process that evaluates programs yearly
 - Ensure consistency across all programs
 - Greater integration of cultural responsiveness standards throughout
 - Stronger monitoring and accountability
- Shift to National Standards
 - Uphold national professional standards
 - Increase interstate reciprocity



National Standards

PESB considers adoption of national standards and encourages stakeholders to participate in this process.

- AY 2018-19: *Business and Marketing, Early Childhood Education, Family and Consumer Sciences, Library Media, Reading, and Special Education*
- Online vetting process is in progress
- The subsequent versions of the national standards will also be adopted
- Standards will be reviewed on a seven-year cycle, but no sooner than two years after adoption.

We value your feedback!

Online vetting process: [Take the survey](#)

- **10/22 (Mon), 2018 to 11/16 (Fri), 2018** for Business and Marketing, Early Childhood Education, Reading, and Special Education
- **December** for four weeks for the Family and Consumer Sciences and Library Media

The New Paraeducator Board

- **Mission, Vision, and Strategic Goals:** The Paraeducator Board is focused on the work set forth by HB 1115 and upholding the intent of the Board.
- **Intent:** Paraeducators provide the majority of instruction in programs designed by the legislature to reduce the opportunity gap. By setting common statewide standards, requiring training in the standards, and offering career development for paraeducators, as well as training for teachers and principals who work with paraeducators, students in these programs have a better chance of succeeding.
- **Authority:** The Paraeducator Board's authority includes setting standards, professional development and the career ladder.
- **Technical Fix Bill SB 6388**

Paraeducator Certificate Program

- The Legislature passed House Bill 1115 in early 2017, and passed technical fix bill SB 6388
- This bills establish and further defines:
 - New standards of practice,
 - Minimum employment requirements,
 - Professional development certificates, and
 - A career ladder for paraeducators
- Creates a Washington State Paraeducator Board
- Besides the employment requirements, the paraeducator certificate program begins with the 2019-20 school year.

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Minimum Employment Requirements for Paraeducators

A paraeducator must be at least eighteen years of age and hold a **high school diploma or its equivalent**, and, in addition, meet one or more of the following:

- Qualifying score on the ETS **ParaPro Assessment**; **or**
- Hold an **associate degree** or higher; **or**
- **Seventy-two quarter credits** or forty-eight semester credits at the one hundred level or higher; **or**
- Have completed a registered **apprenticeship** as a paraeducator

Please see flyer for details: <https://goo.gl/Akm5pG>

The Paraeducator Certificate Program

Growing With PARAEDUCATOR CERTIFICATES

PROFESSIONAL EDUCATOR STANDARDS BOARD
PARAEDUCATOR BOARD

ADVANCED CERTIFICATE

- An advanced paraeducator certificate can be attained after receiving your general certificate and completing an additional 75 hours of professional development. Certificate expires after five years.
- Advanced paraeducator duties may include: assisting in highly impacted classrooms, supporting specialized instruction, mentoring other paraeducators, acting as an emergency substitute teacher.

GENERAL CERTIFICATE

- You become eligible for a general paraeducator certificate by completing the Fundamental Course of Study (FCS) and an additional 10 hours of credits on the standards of practice.
- This certificate does not expire. Subject to funding, it must be completed within three years of finishing the FCS. English language learner (ELL) and special education certificates may count towards general certificate hours.

ELL SUBJECT MATTER CERTIFICATE

- Earn this certificate by completing 20 hours of English language learner (ELL) professional development. Certificate expires after five years.
- Emphasis includes language acquisition foundations, cultural competency, instructional strategies, and more.

SPECIAL EDUCATION SUBJECT MATTER CERTIFICATE

- Earn this certificate by completing 20 hours of special education professional development. Certificate expires after five years.
- Coursework includes IDEA Fundamentals, special education procedures, culturally responsive strategies, behavioral support, and more.

Start Here

FUNDAMENTAL COURSE OF STUDY (FCS)

- A 20-hour course provided by your district covering the new state standards of practice. Beginning September 2019, all paraeducators must start the certificate process by completing the FCS.

For more information about the Paraeducator Board visit: <http://www.pesb.wa.gov/paraeducator-board/>

Paraeducator Board / Professional Educator Standards Board | paraeduc@pesb.wa.gov | (360) 719-6175


Training for all paraeducators beginning during the 2019-20 school year, subject to funding.

Complete information on our website:

<https://www.pesb.wa.gov/paraeducator-board/>

General Paraeducator Certificate

- Subject to funding, paraeducators may become eligible for a General Paraeducator Certificate by completing the Fundamental Course of Study and an additional 70 hours of general courses.
- Subject to funding, all paraeducators employed by the district must meet the general certificate requirements within three years of completing the Fundamental Course of Study.
- The General Paraeducator Certificate does not expire.



GENERAL CERTIFICATE

- You become eligible for a general paraeducator certificate by completing the Fundamental Course of Study (FCS) and an additional *70 hours* of courses on the standards of practice.
- This certificate does not expire. Subject to funding, it must be completed within three years of finishing the FCS. English language learner (ELL) and special education certificates may count towards general certificate hours.

ELL SUBJECT MATTER

Advancing Equity with Community Partners

- Accountability must also mean having community at the table
- PESB is committed to centering community voice,

