PROGRAM REVIEW RUBRICS

STAFF FEEDBACK & SUGGESTIONS

# RELATED MATERIALS

* Rubrics with track changes and clean versions: [TPP program review rubrics v.1](https://drive.google.com/drive/folders/1eXToOjyi3TgVOvb4c3SCq5C7ELN186ub?usp=drive_link)

# PROGRAM STANDARDS & RUBRICS

Overall feedback:

* Overarching guiding question: What is the program responsible for? Are languages clear for the PESB staff, peer programs and the review team members?
* Measurable criteria
  + Rubrics should have clear expectations and have a corresponding evidence list.
  + Rubrics should explain “how” to meet the standards (how/what/how well)
  + Rubrics should highlight cross-curricular connections & faculty modeling
  + Include differentiated instructions/scaffolding
  + Adverbs of frequencies: All - 100%, Many/most - 80%, Some - 40%, few
* Striving for consistency throughout the rubrics so they are cohesive
  + Inconsistent use of “programs” vs. “providers”
  + Noticed different language and understandings in level progression, some areas may need more work to be consistent across all domain areas
  + Language throughout the rubrics criteria is generic and repetitive of the PESB standards language, which results in a lack of clarity in “how”; PESB additions reflect language to explicate the “how”

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| Domain 2: Candidate knowledge, skills, and cultural responsivenessEducator 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 approved standards. | | | | |
| *2.A* Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Umet |
| (i) Qualified faculty use multiple instructional strategies, pedagogies, and assessments to address candidates’ academic language ability levels and cultural and linguistic backgrounds. | Faculty use of culturally responsive teaching strategies, texts, resources, and assessments to address and improve candidates’ academic language ability levels and cultural and linguistic backgrounds are found across all courses and throughout all areas of the program. | Faculty use of culturally responsive teaching strategies, texts, resources, and assessments to address and improve candidates’ academic language ability levels and cultural and linguistic backgrounds are found across most courses and throughout ~~nearly all~~ many areas of the program. | Faculty use of culturally responsive teaching strategies, texts, and resources, and assessments are found in some ~~many~~ areas of the program. | Faculty use of culturally responsive teaching strategies, texts, resources, and assessments are missing or are nearly absent in the program. |
| (ii) Providers create opportunities for faculty members and program personnel to pursue, apply, and practice ongoing professional learning to improve their knowledge, skill, effectiveness, and cultural responsiveness. | ~~Program provides comprehensive and deeply embedded CCDEI professional learning for program faculty and personnel.~~  Provider provides ongoing professional learning opportunities and evaluations to support all program faculty and personnel’s continuous improvement in knowledge, skills, and cultural responsiveness.  All of these professional learning opportunities and evaluations are clearly based on and connected to PESB program and role standards, SEL standards, CCDEI standards, and the STI curriculum. | ~~Program provides comprehensive and deeply embedded CCDEI professional learning for program faculty and personnel.~~  ~~Program~~ Provider provides ongoing professional learning opportunities and evaluations to support most program faculty and personnel’s continuous improvement in knowledge, skills, and cultural responsiveness. Most of these professional learning opportunities and evaluations are based on and connected to PESB program and role standards, SEL standards, CCDEI standards, and the STI curriculum. | ~~Program~~ Provider provides ongoing ~~CCDEI~~ professional learning opportunities and evaluations for some program faculty and personnel in some areas. Some of these are based on some PESB program or role standards, SEL standards, CCDEI standards, or the STI curriculum. | ~~Program~~ Provider does not provide ongoing ~~CCDEI~~ professional learning for program faculty or personnel. |
| (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. | Provider implements deliberate and consistent mechanisms to facilitate faculty collaboration ~~Faculty systematically, deeply, and comprehensively collaborate~~ with peers, content specialists, P-12 schools, the broader professional community, and diverse members of the local community for continuous program improvement. The collaboration results in innovative strategies and practices, fostering a dynamic environment that positively impacts the program's quality and relevance. The collaborative efforts are well-documented, and there is direct evidence (presentations, meeting records, memorandum of understandings, email communications with external entities), and indirect evidence (renewed collaboration efforts, maintaining long-term mentors/supervisors/core teachers, increased BIPOC candidate enrollment from the community) of positive outcomes in terms of program enhancements. | Provider implements deliberate mechanisms to facilitate faculty ~~Faculty~~  collaboration ~~collaborate~~ with peers, content specialists, P-12 schools, the broader professional community, and diverse members of the local community for continuous program improvement. The collaborative efforts are adequately documented, and there is evidence of positive outcomes in terms of program enhancements. | Faculty collaborate with some of the following groups: peers, content specialists, P-12 schools, the broader professional community, or diverse members of the local community for continuous program improvement. While there is evidence of collaboration, it may lack consistency or depth. Documentation of collaborative activities may be limited, and the impact on program improvement is in the early stages of development. | There is limited ~~no~~ faculty collaboration with peers, content specialists, P-12 schools, the broader professional community, or diverse members of the local community for continuous program improvement. The impact on program improvement is limited, and there is a need for significant improvement in fostering collaborative practices within the program. |
| (iv) Faculty members and program leaders systematically and comprehensively evaluate faculty’s effectiveness in teaching and learning, and competence on the cultural competency, diversity, equity, and inclusion (CCDEI) standards under WAC 181-85-204. | Program leaders and~~/or~~ faculty ~~regularly~~ systematically, ~~and~~ comprehensively, and constructively evaluate program faculty's teaching practices and ~~effectiveness in teaching and learning~~ and competence on the cultural competency, diversity and inclusion (CCDEI) standards. ~~and program adjustments are made as a result of this evaluation.~~ Provider utilizes a well-defined approach and provides specific and constructive feedback that fosters continuous improvement and faculty professional growth and longevity. The evaluation process aligns completely with PESB program standards, demonstrating a deep commitment to enhancing both teaching practices and cultural competency. Program adjustments are made as a result of this evaluation. | Program leaders and~~/or~~ faculty systematically and comprehensively evaluate faculty's effectiveness in teaching and learning and competence on the cultural competency, diversity and inclusion (CCDEI) standards. Feedback provided is generally specific and constructive, contributing to faculty development. ~~The evaluation process is effective in identifying strengths and areas for improvement, reflecting a solid commitment to maintaining high standards of teaching and cultural competence.~~  The evaluation process aligns with most PESB program standards, demonstrating a commitment to enhancing both teaching practices and cultural competency. | ~~Program leaders and/or faculty systematically and comprehensively evaluate faculty's effectiveness in teaching and learning OR competence on the cultural competency, diversity and inclusion standards but not both areas.~~  Program leaders and faculty are in the process of developing a systematic and comprehensive approach to evaluating faculty effectiveness in teaching and learning, and competence in CCDEI standards. While there is evidence of evaluation efforts, the evaluation process may lack commitment to enhancing teaching practices or cultural competency. | ~~Program leaders and/or faculty do not systematically and comprehensively evaluate faculty's effectiveness in teaching and learning and competence on the cultural competency, diversity and inclusion standards.~~  Program leaders and faculty have not yet established a systematic or comprehensive approach to evaluating faculty effectiveness in teaching and learning, and competence in CCDEI standards. Evaluation practices may be sporadic or incomplete, lacking criteria. |
| Feedback:   * 1(i) address vs. improve : include a language verb to clarify the meaning of “address” * (iv) this section should be further clarified given the practical limitation and concerns around faculty evaluation. * Where it states that “faculty will evaluate…”, does this mean peer evaluation and/or self-evaluation? | | | | |
| *2.B* Providers ensure that completers demonstrate the necessary subject matter knowledge for success as educators in schools. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Unmet |
| (i) Candidates demonstrate knowledge and competence relative to the standards related to the role adopted by the board. Providers ensure that candidates in teacher preparation programs demonstrate the most recently published InTASC Standards. | Providers demonstrate a thorough understanding of the most recently published InTASC Standards, integrating them seamlessly into their practice. Evidence of integration of the InTASC Standards are present throughout the program including course syllabi, course assessments and~~/or~~ program assessments (e.g., a curriculum map or alternative). ~~Performance-based assessments assess the enactment of the InTASC standards.~~ Candidates are assessed on demonstration of the InTASC standards. Faculty model the knowledge, pedagogy, and competence requirements to candidates based on InTasc standards. ~~Programs~~ Providers have systems in place for collecting evidence of candidate enactment of standards. | Evidence of integration of the InTASC Standards are present throughout the program including course syllabi, course assessments and~~/or~~  program assessments (e.g., documentation of standards alignment). ~~Performance-based assessments assess the enactment of the InTASC standards.~~ Candidates are assessed on demonstration of the InTASC standards. Providers ensure that candidates consistently perform at a level that meets the expectations set by the board. The alignment with the most recently published InTASC standards is evident, consistent, and well-documented. | Evidence of integration of the InTASC Standards are present in some program areas such as course syllabi, course assessments or program assessments, but there is little to no evidence of ~~thoughtful~~ integration across the program. Providers are working to support candidates in reaching the established benchmarks, and progress is evident, but not consistent. | Evidence of integration of the InTASC standards is lacking or missing. Candidates’ understanding of the most recently published InTASC Standards is minimal, and there is a significant gap between their performance and the standards. Providers are in the early stages of addressing these gaps. |
| (ii) Teacher candidates must take a board approved basic skills assessment prior to program admission. A provider of a teacher preparation program must assure that all candidates entering the program have successfully met the basic skills requirement under chapter 181-01 WAC at the time of admission. The provider must collect and hold evidence of candidates meeting this requirement. | Admissions criteria include evidence that candidates have met the basic skills requirements under 181-01 WAC at the time of admission. Providers use the results of the basic skills assessment as a formative assessment of academic strengths and weaknesses in determining the candidate's readiness and support. ~~Programs~~ Provider has ~~have~~ clearly documented systems in place to advise applicants, collect and hold evidence of candidates meeting this requirement, and to use basic skills assessment results to determine supports needed for candidates. | Admissions criteria include evidence that candidates have met the basic skills requirements under 181-01 WAC at the time of admission. Providers use the results of the basic skills assessment as a formative assessment of academic strengths and weaknesses in determining the candidate's readiness and support. ~~Programs~~ Provider has ~~have~~ clearly documented systems in place to collect and hold evidence of candidates meeting this requirement. | ~~There is not~~ Admissions criteria lack consistent evidence ~~that~~ that candidates have met the basic skills requirements under 181-01 WAC at the time of admission.  ~~Programs~~ Provider has ~~have~~  system gaps and inconsistencies to collect and hold evidence of candidates meeting this requirement. | There is no evidence ~~that~~ that candidates have met the basic skills requirements under 181-01 WAC at the time of admission.  ~~Programs~~ Provider has ~~have~~  significant system gaps and inconsistencies that compromise the provider’s ability to demonstrate compliance to collect and hold evidence of candidates meeting this requirement. |
| (iii) Teacher candidates must take a content knowledge assessment prior to beginning student teaching. The provider must collect and hold evidence of candidates meeting this requirement. Teacher candidates apply content knowledge as reflected in board approved endorsement competencies. Endorsement assessments are not required for teacher candidates in career and technical education business and industry route programs. | ~~Program~~ Provider shows ~~provides~~ evidence that teacher all candidates have taken the content knowledge assessment prior to beginning student teaching. Program~~s~~ has ~~have~~ a system in place to collect and hold evidence of candidates meeting and applying the content knowledge assessment requirement. There is comprehensive support to candidates for content knowledge assessment. ~~Program~~ Provider has a ~~an~~ well-documented ~~exemplary~~ system for processing case-by-case exceptions, incorporating a reflective process to examine potential biases. | ~~Program~~ Provider shows ~~provides~~ evidence that most teacher candidates have taken the content knowledge assessment prior to beginning student teaching. ~~Program~~ Provider has a system in place to collect and hold evidence of candidates meeting and applying the content knowledge assessment requirement . There is adequate support to candidates for content knowledge assessment, including a case-by-case exception process. | ~~Program~~ Provider shows ~~provides~~  evidence that some teacher candidates have taken the content knowledge assessment ~~prior to beginning student teaching~~ and are in the process of developing proficiency in meeting the content knowledge prior to the student teaching. assessment requirement.  ~~There is no system in place for programs to collect and hold evidence of candidates meeting this requirement.~~  Provider has an inconsistent system tocollect and hold evidence of candidates meeting this requirement. | There is no ~~not~~ consistent evidence that teacher candidates have taken the content knowledge assessment prior to beginning student teaching. The provider struggles to consistently collect and hold evidence of candidates meeting this requirement. |
| (iv) Providers ensure that educator candidates complete coursework on issues of abuse and emotional or behavioral distress in students under RCW 28A.410.035 and WAC 181-79A-200. | Provider ~~ensures~~ has a system for consistent evidence showing that teacher candidates complete coursework on issues of abuse and emotional or behavioral distress in students under RCW 28A.410.035 and WAC 181-79A-200. Candidates demonstrate competence on issues of abuse and emotional or behavioral distress in all coursework. | Provider ~~ensures~~ has a system for consistent evidence showing that teacher candidates complete coursework on issues of abuse and emotional or behavioral distress in students under RCW 28A.410.035 and WAC 181-79A-200. Candidates demonstrate competence on issues of abuse and emotional or behavioral distress in most coursework. | ~~Provider ensures that teacher candidates complete coursework on issues of abuse and emotional or behavioral distress in students, but coursework does not include all requirements under RCW 28A.410.035 and WAC 181-79A-200.~~  Provider has some evidence showing that teacher candidates complete coursework on issues of abuse and emotional or behavioral distress in students under RCW 28A.410.035 and WAC 181-79A-200. Candidates demonstrate competence on issues of abuse and emotional or behavioral distress in some coursework. | Provider does not have ~~consistent~~ evidence that teacher candidates complete coursework on issues of abuse and emotional or behavioral distress in students under RCW 28A.410.035 and WAC 181-79A-200. |
| (v) Under RCW 28A.410.040, a teacher candidate whose only baccalaureate degree is in early childhood education, elementary education, or special education must have completed thirty quarter credits, or the equivalent in semester credits or continuing education credit hours, in one academic field in an endorsement area under WAC 181-82A-202. | ~~Program provides evidence that teacher candidate whose only baccalaureate degree is in early childhood education, elementary education, or special education have completed a minimum of thirty quarter credits, or the equivalent in semester credits or continuing education credit hours, in one academic field in an endorsement area under WAC 181-82A-202. Program has a system for ensuring this indicator is met.~~  Not applicable. | ~~Program~~ Provider demonstrates ~~provides~~ evidence that all teacher candidates whose only baccalaureate degree is in early childhood education, elementary education, or special education have completed a minimum of thirty quarter credits, or the equivalent in semester credits or continuing education credit hours, in one academic field in an endorsement area under WAC 181-82A-202. Provider has a system for ensuring this indicator is met. | ~~Program~~ Provider encourages teacher candidates whose only baccalaureate degree is in early childhood education, elementary education, or special education to ~~ensure they~~ have completed a minimum of thirty quarter credits, or the equivalent in semester credits or continuing education credit hours, in one academic field in an endorsement area under WAC 181-82A-202.  Provider has a loosely defined system for ensuring this indicator is met. | ~~Program~~ Provider does not provide evidence showing that teacher candidate whose only baccalaureate degree is in early childhood education, elementary education, or special education have completed thirty quarter credits, or the equivalent in semester credits or continuing education credit hours, in one academic field in an endorsement area under WAC 181-82A-202.  Program does not have a system for ensuring this indicator is met. |
| (vi) Candidates for an initial certificate in a career and technical education residency teacher preparation program must complete a minimum of forty-five quarter credits, or the equivalent in semester credits or continuing education credit hours, in the specific career and technical education area for which certification is sought. | Program provides evidence that candidates for an initial certificate in a career and technical education residency teacher preparation program complete a minimum of forty-five quarter credits, or the equivalent in semester credits or continuing education credit hours, in the specific career and technical education area for which certification is sought. Programs have system in place to advise applicants to ensure this indicator is fully met. | ~~Program~~ Provider provides evidence that all candidates for an initial certificate in a career and technical education residency teacher preparation program complete a minimum of forty-five quarter credits, or the equivalent in semester credits or continuing education credit hours, in the specific career and technical education area for which certification is sought. | ~~Program~~ Provider provides inconsistent evidence that candidates for an initial certificate in a career and technical education residency teacher preparation program complete a minimum of forty-five quarter credits, or the equivalent in semester credits or continuing education credit hours, in the specific career and technical education area for which certification is sought. | ~~Program~~ Provider does not provide evidence that candidates for an initial certificate in a career and technical education residency teacher preparation program complete a minimum of forty-five quarter credits, or the equivalent in semester credits or continuing education credit hours, in the specific career and technical education area for which certification is sought. |
| Feedback:   * 2.b.iv. Providers need a system that shows consistent evidence * 2.b.v. This is a compliance-based standards area. Level 4 language was replaced with “Not applicable” | | | | |
| *2.C* Providers ensure that candidates demonstrate pedagogical knowledge and skill relative to the professional standards adopted by the board for the role for which candidates are being prepared. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Unmet |
| (i) Candidates demonstrate knowledge and competence relative to the standards related to the role, which were adopted by the board. Providers ensure that candidates in teacher preparation programs demonstrate most recently published InTASC Standards. | Provider ensures that candidates proficiently demonstrate pedagogical knowledge and competence in the role and/or InTASC Standards, and effectively apply them in their coursework. Coursework is designed and ~~A~~assessments are administered developmentally throughout the program for candidates to demonstrate growth in knowledge and competence. ~~relative to~~ Coursework and assessments are indicative of and fully aligned with the role standards and/or the InTASC Standards. | Provider ensures that candidates proficiently demonstrate pedagogical knowledge and competence in the role and/or InTASC Standards, and effectively apply them in their coursework. Coursework is designed and ~~A~~assessments are administered for candidates to demonstrate pedagogical knowledge and competence relative to the role standards and/or the InTASC Standards. | Provider is working to support candidates in reaching the role and InTASC standards and progress is evident, though not yet fully applied. Some coursework is designed and some ~~A~~assessments are administered for candidates to demonstrate pedagogical knowledge and competence relative to the role standards and/or the InTASC Standards.  ~~Performance-based assessments of candidates working in P-12 classrooms in the area of certification are not evident.~~ | ~~Program~~ Provider lacks evidence that coursework and assessments are aligned to role standards and/or the InTASC Standards. |
| (ii) Faculty and mentors provide regular and ongoing feedback to candidates regarding field based performance that is actionable and leads to improvement in candidates’ practice. | ~~Program~~ Provider ensures regular competence-based and performance-based assessments of field experiences and demonstrates candidate engagement with actionable mentor/faculty feedback through reflective coaching, written reflections, or other means. Program also encourages candidates to solicit and apply feedback from their own K-12 learners, their families, and the community to ensure continuous improvement over time. Faculty and mentors have a system in place to monitor and document candidate improvement post-feedback. | ~~Program~~ Provider ensures regular assessment of field experiences and demonstrates mentor/faculty feedback is actionable and used for ongoing candidate development. Regular feedback process is implemented to ensure continuous improvement over time. There is evidence of a structured feedback process that aligns with candidate needs and program goals. | ~~Program~~ Provider provides inconsistent assessment and feedback of field experiences. Feedback is evaluative but rarely actionable and is inconsistently implemented without evidence of continuous improvement over time. | ~~Program~~ Provider does not provide evidence of regular assessment or feedback from mentors/faculty during field experiences. |
| (iii) Providers demonstrate through structured observation, discussion, surveys, and/or artifacts that program completers effectively apply the professional knowledge, skills, and dispositions that the preparation program was designed to achieve. (iv) Providers may use the edTPA teacher performance assessment as a formative tool as long as notification to candidates is included in all program descriptions under chapter 28A.410 RCW. | ~~Program~~ Provider ~~provides~~ consistently and comprehensively demonstrates, through structured observation, discussion, surveys, and/or artifacts, that completers exceptionally ~~effectively~~ apply the professional knowledge, skills, and dispositions relative to the program goals and objectives, and the professional standards adopted by the board in the area of certification. Performance-based evidence of candidates applying knowledge, skills, and dispositions in P-12 classrooms in the area of certification is clearly present and well-structured.  Or, providers consistently and effectively use the edTPA teacher performance assessment as a formative tool, ensuring candidates are adequately notified of its inclusion in all program descriptions under chapter 28A.410 RCW. | ~~Program~~ Provider provides consistent ~~sufficient~~ evidence of assessment(s) demonstrating that completers effectively apply the professional knowledge, skills, and dispositions relative to the program goals and objectives, including professional standards adopted by the board. Performance-based e~~E~~vidence of candidates applying knowledge, skills, and dispositions in the area of certification is present.  Or, providers use the edTPA teacher performance assessment as a formative tool, ensuring candidates are adequately notified of its inclusion in all program descriptions under chapter 28A.410 RCW. | ~~Program~~ Provider provides limited evidence of assessment(s) demonstrating that completers apply the professional knowledge, skills, and dispositions relative to the program goals and objectives, including professional standards adopted by the board. | ~~Program~~ Provider provides no evidence of assessment(s) demonstrating that completers apply the professional knowledge, skills, and dispositions relative to the program goals and objectives, including professional standards adopted by the board. |
| [(vi) In order to ensure that teacher and principal candidates can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support, teacher and principal preparation program providers must incorporate the social emotional standards and benchmarks, and must provide guidance to candidates on related competencies described in RCW 28A.410.270.](https://app.leg.wa.gov/RCW/default.aspx?cite=28A.410.270) | Provider ~~The program~~ integrates the social emotional learning standards and benchmarks across courses and experiences ensuring that candidates can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support. ~~Program~~ Provider provides comprehensive guidance to candidates on related competencies, e.g. trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices.  Faculty model understanding and growing in their own social emotional capacity, and provide candidates opportunities to reflect on, understand and grow in their own social emotional capacity | Provider ~~The program~~ incorporates the social emotional learning standards and benchmarks and assesses candidates' ability to recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support.  Provider offers adequate guidance to candidates on related competencies, e.g. trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, anti bullying strategies, and culturally sustaining practices. | Provider ~~The program~~ incorporates the social emotional learning standards and benchmarks to some extent. While there is evidence of progress, the incorporation may lack consistency or depth. Guidance to candidates on related competencies is in the early stages of development. | ~~The program does not incorporate the social emotional learning standards and benchmarks.~~  Provider demonstrates limited incorporation of social-emotional standards and benchmarks into teacher and principal preparation programs. The integration may be sporadic or insufficient, and guidance to candidates on related competencies may be lacking. |
| **Feedback:**   * 2.c.i This is not only about assessment * Vi. Guidance to candidates on related competencies is required for a program to be considered as having met this standard requirement * Vi. promising practices and research suggest educators who understand their own social emotional capacity are more successful in teaching SEL to students | | | | |
| 2.D Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators as described in the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Unmet |
| (i) Providers ensure that candidates demonstrate knowledge and competence relative to cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204. | ~~Program~~ Provider ~~provides~~ shows evidence that candidates have examined their own cultural identity and that they apply knowledge and skills of culturally relevant, responsive and sustaining educators in a variety of contexts. Provider systematically integrates cultural competency, diversity, equity, and inclusion (CCDEI) standards into all aspects of its curriculum content.  ~~Program also demonstrates that cultural competence, diversity, equity and inclusion are integrated across the curriculum and consistently assessed throughout the program.~~  Provider consistently assesses their curriculum content throughout the program to align with current CCDEI standards and best practices. | ~~Program~~ Provider ~~provides~~ shows evidence that candidates have examined their own cultural identity and that they apply knowledge and skills of culturally relevant, responsive and sustaining educators. ~~Program~~ Provider also demonstrates that cultural competency~~e~~, diversity, equity and inclusion standards are comprehensively included in most program curriculum ~~the curriculum~~. Provider regularly reviews and updates program content to align with current CCDEI standards and best practices. | ~~Program~~ Provider ~~provides~~ shows some evidence of candidate engagement and reflection on cultural identity. ~~Program~~ Provider ~~provides~~ shows evidence of instruction in cultural competency~~e~~, diversity, equity and inclusion standards in the program in ~~at least one~~  some courses. Provider occasionally reviews and updates program content to align with current CCDEI standards. | ~~Program~~ Provider ~~provides~~ shows ~~no~~ minimal evidence of candidate engagement and reflection on cultural identity. ~~Program~~ Provider ~~provides~~ shows ~~no~~ minimal evidence of ~~instruction in~~ the integration of cultural competency~~e~~, diversity, equity and inclusion standards. |
| (ii) Providers offer all candidates meaningful, reflective opportunities to interact with racially and culturally diverse colleagues, faculty, P-12 practitioners, and P-12 students and families. | Provider ensures candidates have a comprehensive range of opportunities to learn from and reflect upon interactions from racially and culturally diverse faculty, mentors, and other educators.  ~~Program faculty, adjunct faculty, guest speakers are racially and culturally diverse.~~ ~~Program~~ Provider documents attempts and success at securing internships and field placements wherein candidates interact with racially and culturally diverse school leaders and P-12 practitioners. P-12 buildings utilized for field placements represent racially and culturally diverse students and families. Guiding principles are in place that point to the provider's ~~program~~ commitment to this indicator. | Provider ensures ~~C~~candidates have ~~are provided~~ various opportunities to learn from and reflect upon interactions from racially and culturally diverse faculty, mentors, and other educators. ~~Program~~ Provider documents opportunities to interact with racially and culturally diverse school leaders, P-12 practitioners, students, and families. In situations where racial and/or cultural diversity is not evident or present, ~~program~~ provider ~~provides~~ shows evidence of candidate interaction with and/or curricular representation of diverse groups which is well-integrated throughout the program (e.g. program includes diversity in texts and instructional materials, invites racially and culturally diverse guest speakers, includes robust representation of marginalized voices, etc.). | Provider ensures ~~C~~candidates have ~~are provided~~ opportunities to learn from and reflect upon interactions from racially and culturally diverse faculty, mentors, and other educators, but the opportunities are limited. ~~Program~~ Provider creates limited opportunities to interact with racially and culturally diverse school leaders, P-12 practitioners, students, and families. | Provider ensures ~~C~~candidates have ~~are provided~~ opportunities to learn from and reflect upon interactions from racially and culturally diverse faculty, mentors, authors, or other educators, but the opportunities are sporadic and inconsistent. Provider lacks a comprehensive approach to providing meaningful interactions with individuals from diverse backgrounds. |
| (iii) Providers prepare candidates to adapt their practices based on students’ prior experiences, cultural knowledge, and frames of reference to make learning encounters more relevant and effective. | Assessments demonstrate candidates are adept at adapting their practices based on students' prior experiences, cultural knowledge, and frames of reference. Assessment of candidate implementation and application of culturally responsive education is integrated throughout the program curriculum. | Assessments demonstrate candidates adapt their practices based on students' prior experiences, cultural knowledge, and frames of reference. Assessment of candidate understanding of culturally responsive education is integrated throughout the program curriculum. | Assessments demonstrate candidates are taking steps to know and understand their students and are learning to adapt their practice based on students' prior experiences, cultural knowledge, and frames of reference. Evidence of integration and assessment of culturally responsive education is present in the program curriculum. | Program provides no evidence of assessment of adaptive teaching strategies. |
| (iv) Providers ensure course work explicitly focuses on cultural responsiveness and integrates components of culturally responsive education within and throughout all courses. | Provider ensures that all courses explicitly and comprehensively address cultural responsiveness.  Faculty members demonstrate a deep understanding of the principles of culturally responsive education, reflected in course design and delivery. Provider successfully fosters an inclusive learning environment that accommodates diverse perspectives and backgrounds throughout courses. | Provider ensures that all courses explicitly address cultural responsiveness, with some variations in depth and coverage.  Faculty members demonstrate a sufficient understanding of the principles of culturally responsive education, reflected in course design and delivery | Provider shows that some courses explicitly address cultural responsiveness, with notable variations in depth and coverage.  Faculty members demonstrate a basic understanding of the principles of culturally responsive education, reflected in course design and delivery | Provider shows that courses lack explicit attention to cultural responsiveness, missing key components in content and pedagogical approaches.  Faculty members demonstrate a limited understanding of the principles of culturally responsive education, with minimal reflection in course design and delivery. |
| (v) Faculty explicitly model equity pedagogy in course work and practice in ways that enable candidates to integrate their own cultural and linguistic backgrounds into classroom activities. | ~~Program~~ Provider requires and documents how ~~prepares~~ faculty ~~to~~ model culturally responsive practices and ensures faculty model equitable teaching practices throughout the program. ~~Program~~ Provider provides evidence of candidates integrating their own cultural and linguistic backgrounds into their coursework and fieldwork. | ~~Program~~ Provider requires ~~prepares~~ faculty to model culturally responsive practices and ensures faculty model equitable teaching practices throughout the program. Candidates are provided opportunities to integrate their own cultural and linguistic backgrounds into their coursework and fieldwork. | ~~Program~~ Provider encourages faculty to model culturally responsive practices throughout the program. Candidates are given opportunities to integrate their own cultural and linguistic backgrounds into their coursework and fieldwork. | ~~Program~~ Provider does not establish expectation that faculty will model culturally responsive practices or that candidates are asked to integrate their own cultural and linguistic backgrounds into their coursework and fieldwork. |
| Feedback: | | | | |
| *2.E* Providers ensure that teacher candidates engage with the since time immemorial curriculum focused on history, culture, and government of American Indian peoples as prescribed in RCW 28B.10.710 and WAC 181-78A-232. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Unmet |
| (i) There shall be a one quarter or semester course, or the equivalent in continuing education credit hours, in either Washington state history and government, or Pacific Northwest history and government in the curriculum of all teacher preparation programs. | Provider curriculum includes more than the requisite length of courses in Washington State history and government, or Pacific Northwest history and government.  ~~Program requires candidates to complete a course of requisite length that includes Washington State or Pacific Northwest history content and incorporates the history, culture, and government of American Indian peoples throughout the curriculum.~~ | Provider curriculum includes the requisite length of courses in Washington State history and government, or Pacific Northwest history and government.  ~~Program requires candidates to complete a course of requisite length that includes Washington State or Pacific Northwest history content addressing history, culture, and government of American Indian peoples.~~ | ~~Program~~ Provider includes instruction in Washington State or Pacific Northwest history content but does not have a course of requisite length. | ~~Program~~ Provider includes no instruction in Washington State or Pacific Northwest history content. |
| (ii) No person shall be completed from any of said programs without completing said course of study, unless otherwise determined by the Washington professional educator standards board. | Not applicable | Provider requires all candidates to complete a course of requisite length that includes Washington State or Pacific Northwest history content addressing history, culture, and government of American Indian peoples. | Not applicable | Provider does not require candidates to complete a course of requisite length that includes Washington State or Pacific Northwest history content addressing history, culture, and government of American Indian peoples. |
| (iii) Any course in Washington state or Pacific Northwest history and government used to fulfill the requirement of this section shall include information on the culture, history, and government of the American Indian peoples who were the first human inhabitants of the state and the region. | ~~The Program’s~~ Provider’s required Washington State or Pacific Northwest History course is taught in partnership with local tribal member(s) and includes information on culture, history, and government of the Native tribes who were the first human inhabitants of the state and the region. Teacher candidates are taught how to incorporate this history in meaningful and relevant ways into their teaching as developmentally appropriate to their area of certification. | ~~The Program’s~~ Provider’s required Washington State or Pacific Northwest History course includes information on culture, history, and government of the Native tribes who were the first human inhabitants of the state and the region. | ~~The Program’s~~ Provider’s required Washington State or Pacific Northwest History course includes limited information on culture, history, and government of the Native tribes who were the first human inhabitants of the state and the region. | ~~The Program~~ Provider does not include information on culture, history, and government of the Native tribes who were the first human inhabitants of the state and the region. |
| (iv) Teacher preparation program providers shall ensure that programs meet the requirements of this section by integrating the curriculum developed and made available free of charge by the office of the superintendent of public instruction into existing programs or courses and may modify that curriculum in order to incorporate elements that have a regionally specific focus. | ~~Program~~ Provider integrates the Since Time Immemorial curriculum\* throughout the program, and in partnership with local tribes, with emphasis on regionally specific resources and current topics/issues. Teacher candidates are taught how to collaborate with tribes to modify curriculum in manners most responsive to the region. | ~~Program~~ Provider ensures the Since Time Immemorial curriculum\* with emphasis on regionally specific resources and current topics/issues is integrated in the curriculum. Teacher candidates are provided with resources to enable them to appropriately connect with tribes in their local region. | ~~Program~~ Provider ensures candidates are exposed to the Since Time Immemorial curriculum\*. | ~~Program~~ Provider provides no evidence that candidates are exposed to the Since Time Immemorial curriculum. |
| Feedback:   * (i) providing additional courses (beyond the requisite 1 credit) is a promising practice that allows for a more thorough teaching of the history, culture, and government of the American Indian people, including who they are today. * (i) and (ii) Providers must both include a course of the prerequisite length in their curriculum AND ensure all candidates complete this course, whether it was completed with the specific provider or previously completed and deemed to be equivalent through transcript evaluation. * (iv) Where \* appears after the words “Since Time Immemorial curriculum,” add a link to the OSPI STI page so providers can make a direct connection with the content | | | | |

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| Domain 6: Field experience and clinical practiceProviders offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role. | | | | |
| 6.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. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Unmet |
| (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. | ~~The program~~ Provider effectively collaborates and communicates ~~regularly~~ with school partners, and has a documented system to cooperatively design, implement, and evaluate field experiences and clinical practices. There is evidence of using partner feedback in field experience and clinical practice. Feedback loops are established to continuously improve the system. Inter-institutional agreements e.g., MOUs are in place and regularly revisited and updated according to WAC 181-78A-125. | ~~The program~~ Provider communicates regularly with ~~primary~~ school partners to cooperatively design, implement, and evaluate field experiences and clinical practices. There is evidence of using partner feedback in field experience and clinical practice. Feedback loops are established to improve the system. Inter-institutional agreements e.g., MOUs are in place and regularly revisited and updated according to WAC 181-78A-125. | ~~The program~~ Provider communicates occasionally with primary school partners to design, implement, and evaluate field experiences and clinical practices. | ~~The program~~ Provider rarely communicates with primary school partners to design, implement, and evaluate field experiences and clinical practices. |
| (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. (v) Candidates in career and technical education teacher preparation programs as described in WAC 181-77-031 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. | Not applicable, see 1 or 3 | Alternative route teacher candidates complete a culminating experience/clinical practice for a full school year within a classroom setting in the candidate's area of certification, with a qualifying mentor teacher, for a minimum of 540 hours.  Traditional and CTE teacher candidates complete a culminating experience/clinical practice for a minimum of 450 hours within a classroom setting in the candidate's area of certification with a qualifying mentor teacher. Teacher candidates participate in all required activities of contracted teachers (e.g., professional development, back-to-school night, parent/family-teacher conferences). | Not applicable, see 1 or 3 | Teacher candidates do not complete student teaching with the minimum required hours and/or do not demonstrate they have appropriate and specific skills aligned with the. standards approved for their role by the Professional Educator Standards Board. |
| (vii) Providers articulate in writing clear entry and exit criteria as well as a process for mitigating concerns during clinical practice for candidates, school leader(s), and the mentor. | ~~The program~~ Provider has established clear and comprehensive criteria to determine a candidate's readiness to enter and exit the culminating clinical practice. ~~The program~~ Provider develops the criteria in writing to teacher candidates on a continual basis.  ~~The program~~ Provider has an established and documented process to identify and address concerns during clinical practice for candidates, school personnel, and the mentor, which is provided to them in writing. The process includes defined steps for mitigating concerns, ~~which~~ including ~~es~~ systemic support to mitigate concerns. | ~~The program~~ Provider has established clear criteria to determine a candidate's readiness to enter and exit the culminating clinical practice. The criteria are available to teacher candidates in writing.  ~~The program~~ Provider has an established and documented in writing process to identify and address concerns during clinical practice for candidates, school personnel, and the mentor. The process includes defined steps for mitigating concerns. | ~~The program~~ Provider has established criteria to determine a candidate's readiness to enter or exit the culminating clinical practice. ~~The program~~ Provider has the criteria available for candidates but it may not be written clearly or easily accessible.  ~~The program~~ Provider has a process to identify and address concerns during clinical practice for candidates, school personnel, and the mentor. The process is lacking in documenting or defining steps to mitigate concerns. | There are no clear entry and exit criteria, and/or there are no clear processes for mitigating concerns during clinical practice for candidates, school leader(s), and the mentor.  ~~The program~~ Providerdoes not have a process to identify and address concerns during clinical practice for candidates, school personnel, and the mentor. |
| **Feedback:** | | | | |
| 6.B. Providers ensure that candidates integrate knowledge and skills developed through field and industry experiences with the content of programs' course work. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Unmet |
| (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 and 181-78A-232 to be effective in the role. | Within field experiences and clinical practices, provider ensures that teacher candidates ~~are expected to~~ plan and execute ~~implement~~ instruction in individual, small group, and full group settings,~~. Candidates are expected to~~ enacting all InTASC standards. Systems are in place for candidates to demonstrate pre-planning, planning, implementation, and reflection of teaching. Clinical supervision in which candidates and the mentor/supervisor pre-conference and post-conference exist throughout the program. Within the culminating experience, teacher candidates engage in long-range planning, weekly, and daily lesson plans. Throughout the program candidates are observed in informal capacities (i.e., unscheduled observations, non-teaching times such as student arrival and dismissal times) as well as formal capacities (pre-scheduled observations with pre- and post-conferencing). Supervisors provide feedback regarding the candidates’ effective demonstration ~~enactment~~ of relevant skills pursuant to WAC 181-78A-210 and WAC 191-78A-232. | Within field experiences and clinical practices, provider ensures that teacher candidates ~~are expected to~~ plan and implement instruction on a consistent basis~~are expected to~~ enacting all ~~10~~ InTASC standards. Systems are in place for candidates to demonstrate pre-planning, planning, implementation, and reflection of teaching. Clinical supervision in which candidates and the mentor/supervisor pre-conference and post-conference exist throughout the program. Within the culminating experience, teacher candidates engage in long-range planning, weekly, and daily lesson plans. Throughout the program candidates are observed in informal capacities (i.e., unscheduled observations, non-teaching times such as student arrival and dismissal times) as well as formal capacities (pre-scheduled observations with pre and post-conferencing). Supervisors provide feedback regarding the candidates’ effective demonstration ~~enactment~~ of relevant skills pursuant to WAC 181-78A-210 and WAC 191-78A-232. | ~~1.~~ Within field experiences and clinical practices, provider demonstrates that teacher candidates ~~are expected to~~ plan and implement instruction on a consistent basis while enacting some InTASC standards areas. ~~2.~~ Clinical supervision in which candidates and the mentor/supervisor pre-conference and post-conference exist throughout the program. ~~3.~~ Within the culminating experience, teacher candidates engage in long-range planning, weekly and daily lesson plans and are expected to enact all ~~10~~ InTASC standards. ~~4.~~ Supervisors provide feedback regarding the candidates’ effective demonstration ~~enactment~~ of relevant skills pursuant to WAC 181-78A-210 and WAC 191-78A-232. However, the feedback is inconsistent and sporadic. | Provider lacks opportunities for ~~C~~candidates ~~are not provided opportunities~~ to plan, practice, discuss, and reflect upon methods of instruction and differentiation, and/or demonstrate that they have the appropriate, specific relevant skills pursuant to WAC 181-78A-220 and 181-78A-232 to be effective in the role. Supervisors provide minimal feedback regarding candidates’ effective demonstration of relevant skills |
| (ii) Integrate assignments, assessments, and actionable feedback throughout candidates’ field experiences. | All a~~A~~ssignments and assessments in field experiences are seamlessly aligned to the InTASC, SEL, and CCDEI standards and candidates are provided actionable feedback to guide their progress and learning in the field placement. Coursework relies heavily on authentic experiences of classroom teachers and this integration is clearly defined in course assignments, assessments and actional feedback throughout the candidate's experience in the program. Evidence of supervision, feedback, and protocols during clinical practices and field-placements is provided and is consistent across the program and/or supervisors. Supervision and feedback is monitored using a Student Learning System. Courses in instructional methods, learning environments and application of content have strong connections to the field including on-site experiences and/or courses that are taught in the field. There are opportunities for teacher candidates to engage in field experiences within the community as well as P-12 classrooms. Evidence of reflective coaching/clinical supervision models to promote the development of reflective practitioners is provided. | Most ~~A~~assignments and assessments in field experiences are aligned to the InTASC, SEL, and CCDEI standards and candidates are provided actionable feedback to guide their progress and learning in the field placement. Evidence of supervision, feedback, and protocols during clinical practices and field-placements is provided and is consistent across the program and/or supervisors. Supervision and feedback is monitored using a Student Learning System. Courses in instructional methods, learning environments and application of content have strong connections to the field including on-site experiences and/or courses that are taught in the field. | Some ~~A~~aAssignments and assessments in field experiences are ~~minimally~~ aligned to the InTASC, SEL, and CCDEI standards and candidates are provided actionable feedback occasionally to guide their progress and learning in the field placement. Evidence of supervision and feedback during clinical practices and field-placements is provided but lacks consistency across the program and/or supervisors. Supervision and feedback is monitored using a Student Learning System. | Assignments and assessments for field experiences are not or poorly aligned to the InTASC, SEL, and CCDEI standards and/or candidates are not provided actionable feedback to guide their progress and learning in the field placement. Minimal or no evidence of supervision and feedback occurring during clinical practices and field-placements. Supervision and feedback is only loosely monitored. |
| (iii) Provide faculty supervision, including supervisory visits, on an ongoing basis. | There are clear guidelines for faculty supervision including multiple scheduled formal and informal observations designed to assess candidate progress throughout the culminating ~~450 hours of~~ clinical practice. Weekly communication between candidates and supervisors occurs during all field experiences. During the final clinical practice, the supervisor meets regularly with the mentor teacher. Triad conferences including the supervisor, candidate and mentor teachers occur regularly throughout the culminating clinical practice. Clinical experiences prior to the culminating clinical practice are supervised. | There are clear guidelines for faculty supervision including multiple scheduled formal and informal observations designed to assess candidate progress throughout the culminating ~~450 hours of~~ clinical practice. Communication between candidates and supervisors occurs regularly during all field experiences. During the final clinical practice, the supervisor meets regularly with the mentor teacher. Triad conferences including the supervisor, candidate and mentor teachers occur regularly throughout the culminating clinical practice. | There are unclear guidelines for faculty supervision including formal and informal observations throughout the culminating ~~450 hours of~~  of clinical practice. Communication between candidates and supervisors occurs during all field experiences. During the final clinical practice, the supervisor meets with the mentor teacher. Triad conferences including the supervisor, candidate and mentor principals occur. | There are no clear guidelines or expectations for faculty supervision or feedback during field experiences and/or experiences are not consistent across supervisors/candidates.  6b (iv and v) |
| (iv) Identify and recruit mentors for candidates who are educational leaders collaboratively with the partner school(s) or district(s). | Provider maintains ~~establishes~~ documented systems ~~are in place~~ for program faculty to work collaboratively with school partners to identify and recruit mentors who are effective educational leaders aligned to program mission and values. Criteria for mentor teachers are co-constructed, and clearly articulated, and aligned with the program's mission and philosophy. Effective and/or innovative procedures are in place to address concerns regarding mentors and/or needed placement changes. | Provider maintains ~~establishes~~ documented systems ~~are in place~~for program faculty to work collaboratively with school partners to identify and recruitt mentors who are effective educational leaders aligned to program mission and values. Consistent procedures are in place to address concerns regarding mentors and/or needed placement changes. | Provider develops a mentor selection process, but criteria may need refinement or the collaboration with partners are limited. Program faculty rely on school partners to identify mentors who are educational leaders and aligned to program mission and values. Mentors are with varying levels of effectiveness. | ~~There are not~~Provider lacks clear guidelines or expectations for recruitment and selection of effective mentor teachers. Collaboration with partners is minimal. |
| (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. | Provider ensures that candidates' mentors are fully certificated school personnel with a minimum of three years of professional experience in the role they are supervising. Candidates’ mentors are documented master teachers with demonstrated commitment to developing teachers. | Provider ensures that candidates' mentors are fully certificated school personnel with a minimum of three years of professional experience in the role they are supervising. | Provider ensures that most candidates' mentors are fully certificated school personnel with a minimum of three years of professional experience in the role they are supervising. In cases where mentors do not meet these qualifications, documentation of mentor qualifications demonstrates mentors have equivalent qualifications. | Provider does not ensure that candidates' mentors are ~~either not~~ fully certificated school personnel or ~~do not~~ 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 clinical practice expectations and receive, or provide evidence of having received, training and experience mentoring adult learners and culturally responsive teaching and learning. | Provider ensures that candidates' mentors and school leaders are provided mentor handbooks that include clinical practice expectations, assessments, and protocols for addressing concerns. Mentors ~~have~~ provide evidence of experience in mentoring adult learners and culturally responsive teaching and learning. All mentors receive professional development regarding coaching and providing feedback to beginning teachers, making practice visible, and program assessments. | Provider ensures that candidates' mentors and school leaders are provided mentor handbooks that include clinical practice expectations, assessments, and protocols for addressing concerns. All mentors receive professional development regarding coaching and providing feedback to beginning teachers, making practice visible, and program assessments. All mentors receive, or provide evidence of having received, training regarding culturally responsive teaching and learning. | Provider provides mentors ~~are provided~~ with a set of clinical practice expectations. Mentors ~~are~~ receive, or provide evidence of having received, training and experience coaching beginning teachers. Mentors have not received, or provided evidence of having received, training regarding culturally responsive teaching and learning. | Mentors are not provided with a set of clinical practice expectations and/or do not receive training in coaching beginning teachers. |
| (vii) Effectiveness of mentor preparation and communication are reviewed annually by program faculty. | Provider has developed ~~establishes~~ systems are in place for mentors, program faculty, and school partners to evaluate the effectiveness of the mentor preparation and communication. Evidence of ongoing improvement to mentor preparation and communication is well documented. Mentors are evaluated for effectiveness by the candidate and supervisor annually and these data are used in selecting mentors for future cohorts. | Provider has developed ~~establishes~~ systems are in place for mentors, program faculty, and school partners to evaluate the effectiveness of the mentor preparation and communication on an annual basis, at minimum. Evidence of ongoing improvement to mentor preparation and communication is documented. | Provider has systems are in place for program faculty and school partners to evaluate the effectiveness of the mentor preparation and communication, but this is not done on an annual basis. Evidence of ongoing improvement to mentor preparation and communication may be documented to some degree. | Provider shows minimal evidence that effectiveness of mentor preparation and communication is ~~not~~ reviewed or evaluated annually or by program faculty. |
| **Feedback:**  (i) clarify that all must be provided in writing  (iv) clarify that programs & partners not only cooperatively identify but also recruit mentors  (vi) include school leaders, in addition to mentors, as per WAC  Ask the group to change its passive voice | | | | |
| 6.C. Providers offer field experiences that are in accordance with chapter 181-78A and the board approved candidate assessment requirements. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Unmet |
| (i) Ensure that educator candidates are placed in settings where they can be evaluated and given actionable feedback, including on the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204. | Provider has comprehensive strategies and innovative systems to ensure candidates are placed in field experiences and clinical practices in which they ~~will~~ interact and are fully engaged with culturally and linguistically diverse teachers, staff and students. Supervision protocols include clear guidelines for providing actionable feedback on the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204, and document student progress with and across field experiences and clinical practice. | Provider ensures that candidates are placed in field experiences and clinical practices in which they ~~will~~ consistently interact with culturally and linguistically diverse teachers, staff and students. When and if such placements are not possible, provider documents ~~documentation is provided documenting~~  the diversity present in field placements. Supervision protocols include clear guidelines for providing actionable feedback on the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204. | Providers attempt ~~are made~~ to place candidates in field experiences and clinical practices in which they ~~will~~ interact with culturally and linguistically diverse teachers, staff and students. Provider gives ~~Candidates are provided~~ actionable feedback on the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204, however the feedback is not consistent or sporadic. | Provider lacks opportunities for candidates to be placed with ~~racially and~~ culturally and linguistically diverse faculty, staff and, students ~~are lacking~~ and/or actionable feedback on the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204 is not evident. |
| (ii) Ensure that educator candidates are fingerprinted and have completed required character clearance prior to placement in field experience settings. | ~~Program~~ Provider has a streamlined system to ensure the documentation of candidates’ fingerprint and character clearance is completed prior to placement in ~~for~~  field experience courses/settings. Provider ~~and~~ proactively communicates with candidates regarding fingerprint and character clearance status. | ~~Program~~ Provider has a system to ensure the documentation of candidates’ fingerprint and character clearance is completed prior to placement in ~~for~~ field experience courses/settings. | Provider has the documentation of candidates’ fingerprint and character clearance as ~~is~~ a condition of beginning any field experience. Yet the tracking and assurance system are somewhat inconsistent. | Provider rarely monitor the documentation of candidates’ fingerprint and/or character clearance ~~is not fully monitored~~ prior to placement in any field experience setting. |
| **Feedback:**  (ii) clarifying this is completed prior to placement in field experience**;** Character clearance refers to pre-residency clearance | | | | |
| 6.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. | | | | |
| Component | 4 - Exceeding | 3 - Met | 2 - Approaching | 1 - Unmet |
| (i) Field experiences provide opportunities to work in communities or with student populations with backgrounds dissimilar to the background of the candidate. | ~~The program~~ Provider ensures ~~secures~~ ample opportunities for all candidates to interact with diverse educational stakeholders and student populations through their field experiences. Comprehensive guiding principles and evidence are in place that point to the program's commitment to this indicator. | ~~The program~~ Provider ensures ~~secures~~  frequent opportunities for most candidates to interact with diverse educational stakeholders and student populations through their field experiences. Clear guiding principles and evidence are in place that point to the program's commitment to this indicator. | ~~The program~~ Provider ensures ~~secures~~  limited opportunities for some candidates to interact with diverse educational stakeholders and student populations through their field experiences. Guiding principles and evidence that point to the program's commitment to this indicator may be lacking. | ~~The program~~ Provider does not demonstrate attempts at securing opportunities for candidates to interact with diverse educational stakeholders through their field experiences. Guiding principles and evidence that point to the program's commitment to this indicator are not evident. |
| (ii) Course assignments and discussions offer candidates opportunities to reflect upon interactions with diverse populations and communities in order to integrate professional growth in cultural responsiveness as a habit of practice. | Provider has an established~~s~~ a system to ensure that that candidates ~~are provided~~ have comprehensive ~~consistent~~ and continuous ~~continual~~ opportunities to reflect upon their interactions with diverse populations throughout their coursework and field experience. A focus on candidates' growth in cultural responsiveness is integrated consistently throughout the program. Evidence shows that candidates have profound reflections and exceptional understanding. | Provider ensures that candidates have~~provided~~ frequent opportunities to reflect upon their interactions with diverse populations in their coursework and field experience. A focus on candidates' growth in cultural responsiveness is present in the program. Evidence shows that candidates have thoughtful reflections and strong understanding. | Provider offers candidates ~~provided~~ some opportunities to reflect upon their interactions with diverse populations in their coursework or field experience.  Evidence shows that candidates have moderate reflections and understanding. | Provider offers candidates ~~provided~~ minimal or no opportunity to reflect upon their interactions with diverse populations in their coursework and/or field experience. Evidence shows that candidates have superficial reflections and basic understanding. |
| (iii) Candidates have opportunities to design, implement and receive feedback on cultural responsiveness in lessons, assignments, and activities. | Provider has an established system to ensure that candidates have comprehensive and continuous opportunities to design, implement, and receive feedback on cultural responsiveness in lessons, assignments, and activities. Provider has ~~Programs have~~ evidence of systematic cultural responsiveness throughout the coursework and fieldwork. | Provider ensures that candidates have frequent opportunities to design, implement, and receive feedback on cultural responsiveness in lessons, assignments, and activities. Provider has ~~Programs have~~ evidence of systematic cultural responsiveness in the coursework or fieldwork. | Provider offers candidates ~~have~~ some opportunities to design, implement, and receive feedback on cultural responsiveness in lessons, assignments, and activities. | Candidates have ~~few~~ minimal or no opportunity~~ies~~ to design, implement, and receive feedback on cultural responsiveness in lessons, assignments, and activities. |
| **Feedback:** Revsiting all/most/some and gathering feedback on this matter from programs | | | | |