

PESB Updates

- **2261 – continuum of educator development; compensation**
- **Recurring problem of teacher shortages**

- Calibrated Standards at All Levels
- Classroom-based preservice assessment of teacher effectiveness
- External, uniform assessment for professional certification (2nd tier)
- Limit length of residency cert (1st tier) / when professional certification assessment must be achieved
- *Enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system*

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Does Pro Teach Identify Teachers with Better Student Learning Gains?



- Yes!
 - Research results from UW Center for Education Data and Research
 - Assessment performs much like National Board
 - Will be able reweight exam to better capture variance
- Other result of note – newer teachers outperforming veterans

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		Residency/Initial Certificate		Professional/Continuing Certificate		Professional/Continuing with NBPTS Certificate	
Year of Teaching	Minimum Years of Experience	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
1 st	0	\$48,687 1.0000	\$52,582 1.0800	[Hatched Area]			
2 nd	1						
3 rd	2						
4 th	3						
5 th	4			\$58,424 1.2000	\$63,098 1.2960	\$63,098 1.2960	\$68,146 1.3997
6 th	5			\$70,109 1.4400	\$75,718 1.5552	\$75,718 1.5552	\$81,775 1.6796
7 th	6						
8 th	7						
9 th	8			\$70,109 1.4400	\$75,718 1.5552	\$75,718 1.5552	\$81,775 1.6796
10 th +	9+						

Note: Movement on the salary schedule from Residential/Initial Certification to the Professional/Continuing Certification columns requires attainment of a Professional or Continuing Certificate through the Washington Professional Educators Standards Board (PESB) and a minimum of 4 years of experience. Within the Professional/Continuing Certification columns, a second salary increase occurs after nine years of experience with retention of the Professional/Continuing Certificate. Years of experience represent the earliest progression to the Professional/Continuing Certification column on this model; the actual amount of time for an individual to attain the Professional or Continuing Certificate may vary from 3 to 9 years.

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Raised Standards, but neither supporting nor compensating it with PD or related comp

- What's happened – shortage / surplus / shortage
- Going on right now?
 - Attrition levels highest in decades
 - Uptick in hiring – sub pool gone / everybody getting jobs
 - Declining enrollment
- Recurring nature – need to get off the roller coaster
- Complicated causation needs systemic solutions

What PESB Doing:

- Expanding Alternative Routes and Educator Retooling
- Broadening interstate reciprocity
- Community College-based preparation programs
- Strengthening articulation for paraeducators
- Support for improved recruitment practices
- Redesigned Careers in Education Curriculum based on Recruiting WA Teachers
- Developing model training for administrators on effective workforce development practices

What Legislature Can Do:

- Increase funding for Retooling and Alternative Routes
- Centralize and fund statewide or regional marketing, recruitment and common application processes (ESDs, OSPI)
- Enact QEC Compensation Work Group Recommendations
- Teaching Academies / Careers in Ed
- Statewide beginning teacher induction / mentoring

Legislature (cont):

- Priority recruitment and enrollment areas
- State-provided forecast tools
- Improve funding predictability – enable earlier hiring



PESB Annual Report

Search this site

Executive summary

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PESB Annual Report on Educator Preparation and Workforce

The Professional Educator Standards Board watches key indicators to track progress on policy goals.

Shortage policy

For years we have been working to better understand teacher shortages at the state and local level. Traditionally, policy makers have viewed shortages as a factor of adequate / inadequate production. We now know it to be a more complex issue involving multiple factors, including pipeline, distribution, labor market and hiring practices. We also know that determination of shortage varies by perspective, with districts wanting multiple candidates for each open position, programs wanting a greater proportion of their graduates hired, and graduates wanting positions in locations where they want to live.

New course data allows us to view teacher shortages from the perspective of the students they serve. Specifically, we can now determine the extent to which certain courses are staffed by teachers who lack the credential appropriate for teaching that course. Also, thanks to recent research from the University of Washington in conjunction with educator preparation programs, we are beginning to view shortages using the teacher labor market.

Class size reduction proposals this past year have raised new questions about system capacity to implement these proposals and an opportunity for the PESB to outline the policies and supports that would be necessary.

Learn more about [shortages](#) and [production](#).

Retention

The latest data available suggests an unexpectedly large number of teachers, representing all experience levels, left teaching in 2013-14. For new teachers, longer term trends show considerable differences in the retention rates by districts. Greater examination of district workforce development and support practices may shed additional light.

Learn more about [retention](#).

Teacher assignment

Assignment policy refers to ensuring districts are assigning teachers to courses for which they have the appropriate subject matter expertise - called a content endorsement. In the past, this was tracked by counting the number of teachers in one or more assignments for which they lack appropriate credential. Thanks to a new state-wide collection of course-level data it is now possible to measure teacher assignment from the perspective of impact on students. We can now look at the number and characteristics of students and courses taught by a teacher who does not hold the appropriate credential, for each school and district in Washington State. This is a significant change in both state and federal teacher policy. This work has yielded many important policy questions we are tackling this year.

Learn more about [assignment](#).

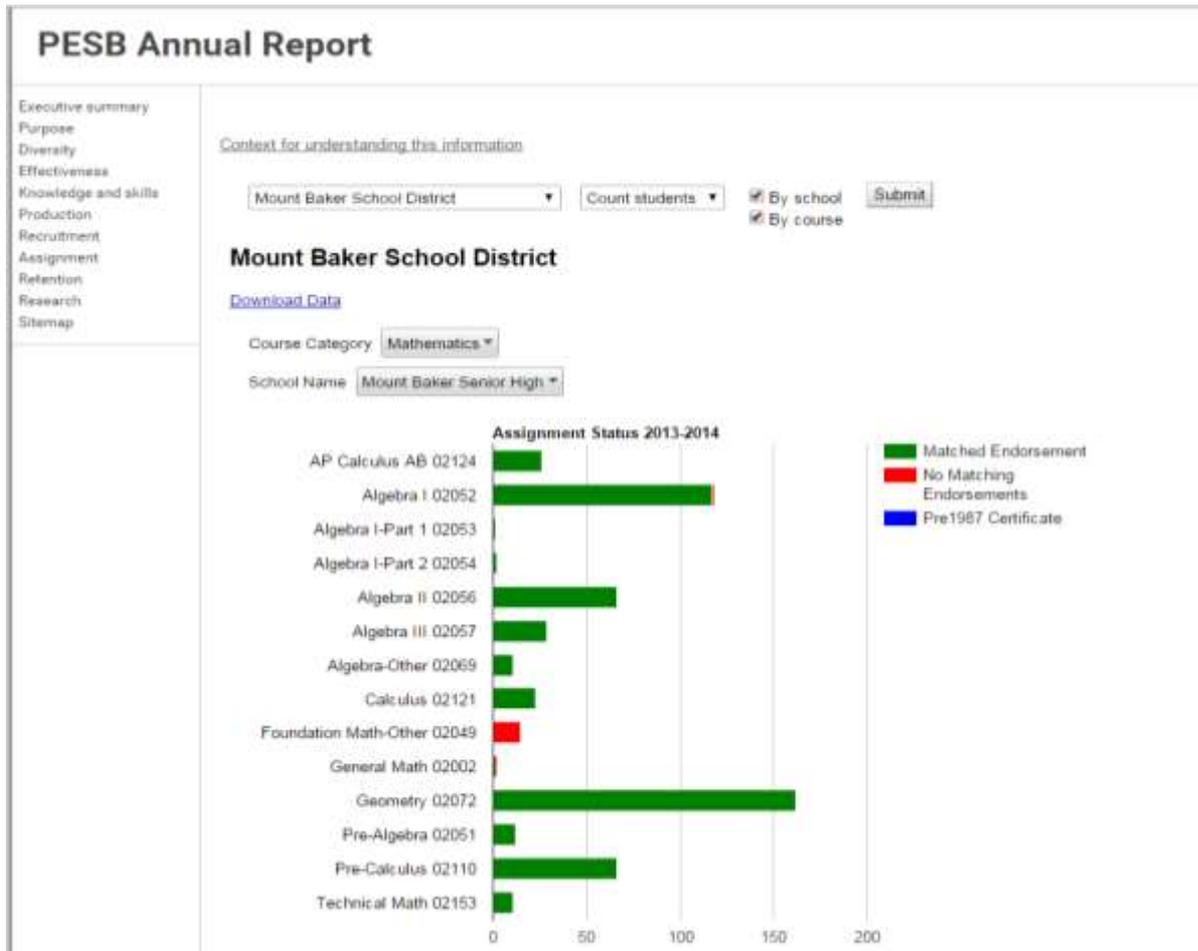
Diversity in teacher preparation programs

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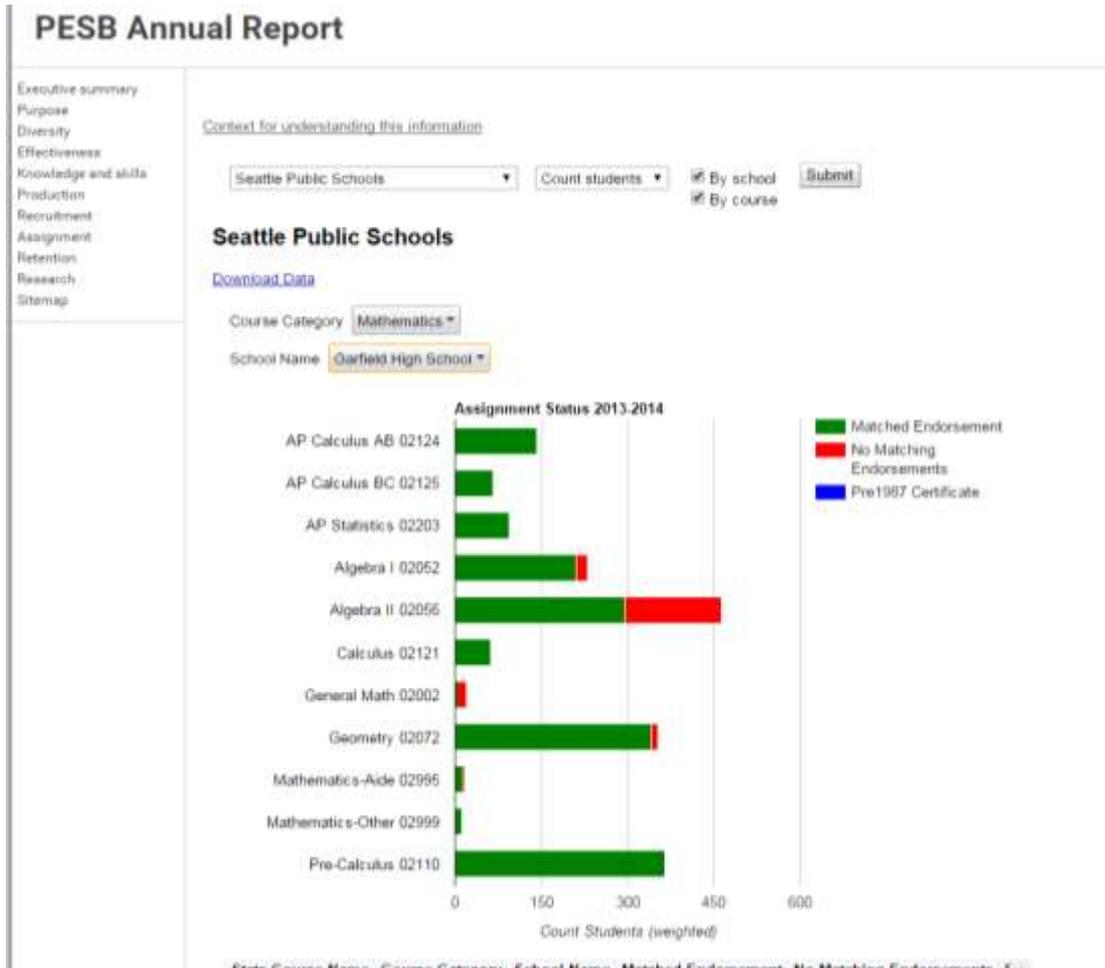


EXTRA SLIDES

<http://data.pesb.wa.gov/>



<http://data.pesb.wa.gov/>



<http://data.pesb.wa.gov/>

PESB Annual Report

- Executive summary
- Purpose
- Diversity
- Effectiveness
- Knowledge and skills
- Production
- Recruitment
- Assignment
- Retention
- Research
- Sitemap

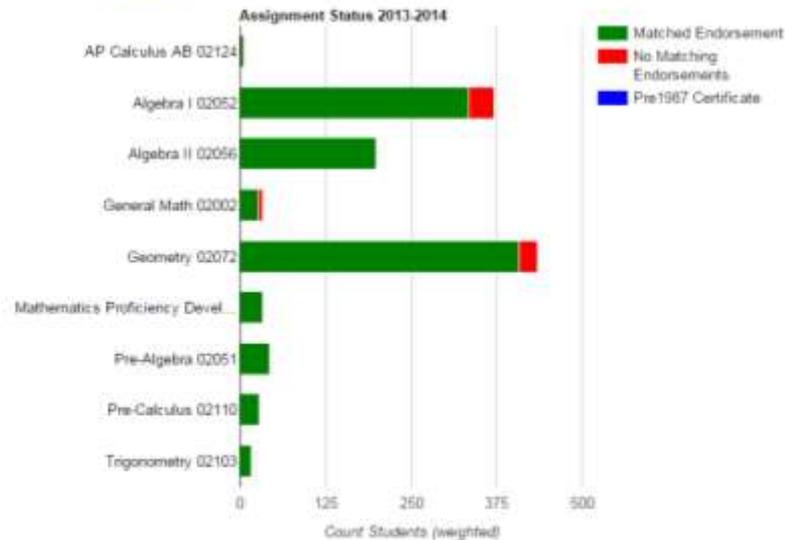
Context for understanding this information

Tacoma School District | Count students | By school | By course |

Tacoma School District

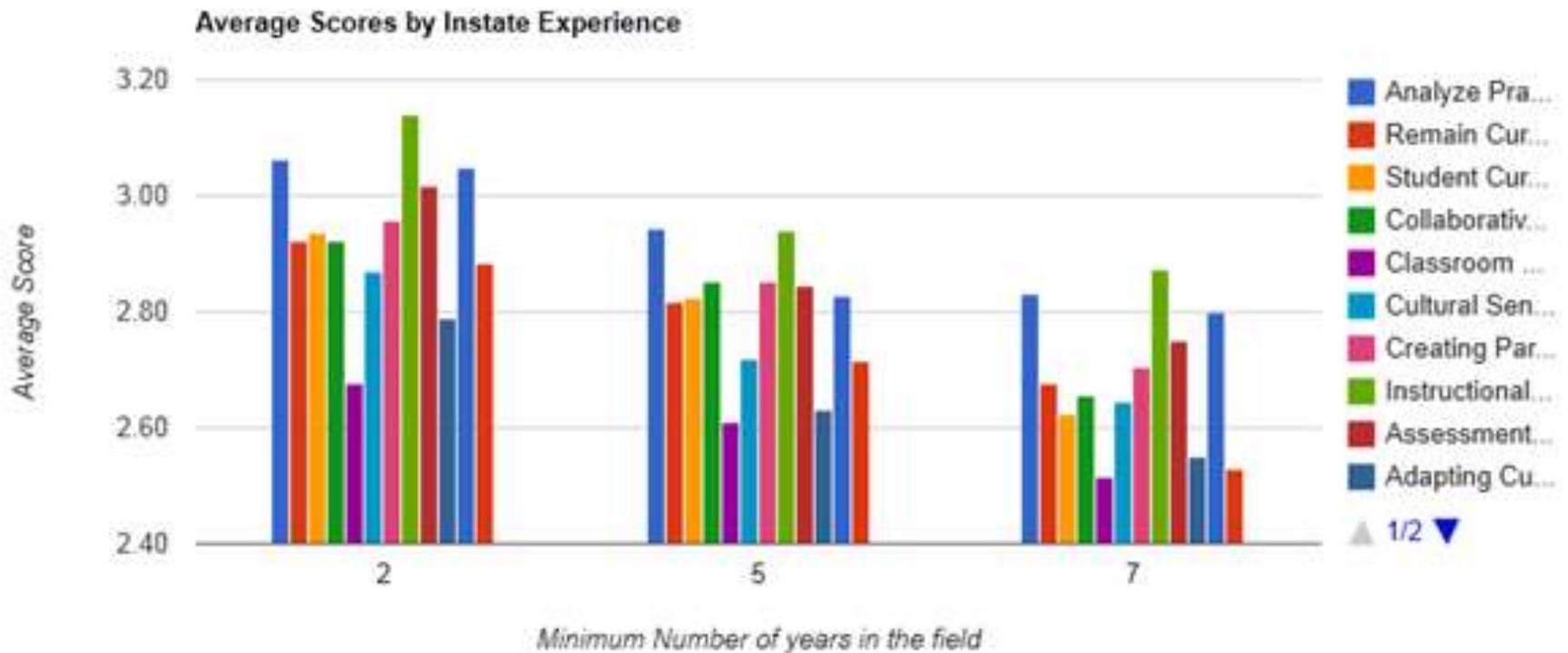
[Download Data](#)

Course Category: Mathematics | School Name: Lincoln



ProTeach: Years of Teaching Experience

[download data](#)



Performance Assessment at 2nd Tier Cert ProTeach Portfolio



- First of kind in U.S.
- Launched January 2010
- 3 entries – evidence of student & teacher work
- Transparent, online, flexible, 14 month window to submit – create portfolio over time
- Variety of support providers – WEA Jump Start, ESDs, districts, individuals
- Previous higher ed based = \$1,500 - \$8,000; ProTeach = \$495