



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	Joint Legislative Priority with Professional Educator Standards Board	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the compensation model presented meet the intent of ESHB 2261 that the salary allocation model be aligned to certification expectations? Does the continuum of teacher knowledge and development recognized in the certification levels correlate more closely with teacher effectiveness than the traditional single salary schedule based only on years of experience and additional degrees or credits acquired?	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>At the November meeting the Board considered adoption of a joint legislative priority with the Professional Educator Standards Board (PESB). The priority consists of support for a set of strategies to address the recurring problem of teacher shortages and for a revised salary allocation model, as directed by ESHB 2261, that aligns professional credentialing of teachers with compensation. Jennifer Wallace, Executive Director of the Professional Educator Standards Board, explained and took questions from Board members on the PESB’s legislative proposals on the teacher shortage. At this meeting Ms. Wallace will describe the compensation model recommended by the QEC that is aligned with the system of professional credentialing of educators. In your packet you will find:</p> <ul style="list-style-type: none"> • A staff memo. • The proposed joint SBE/PESB legislative priority, deferred in November for consideration at the January board meeting. • The recommendation of the QEQ Technical Work Group for aligning the salary allocation model to the career continuum for educators. • A March 2014 PESB news release on the University of Washington study on the relation of the ProTeach Portfolio assessment to teacher effectiveness. • The PESB policy brief, “Addressing the Recurring Problem of Teacher Shortages,” on which Ms. Wallace presented at the November meeting. 	



JOINT SBE-PESB LEGISLATIVE PRIORITY

Policy Considerations

Are the legislative proposals set forth by the Professional Educator Standards Board an appropriate response to the problem of teacher shortages identified by the PESB and OSPI? Is one of those proposals, a revised salary allocation model aligned with the state's system of professional certification, consistent with the intent of ESHB 2261, supported by the work of the Compensation Technical Working Group of the Quality Education Council, superior to the current salary allocation schedule in compensating educators for attainment of knowledge and skills linked by research to improved student achievement, and likely to be helpful in attracting new teachers to the profession?

Teacher Shortages

At the November board meeting, Jennifer Wallace, Executive Director of the Professional Educator Standards Board (PESB), presented to the SBE on PESB research on the problem of teachers shortages, and summarized a set of proposals on what the Legislature and other entities can do to address it. A robust board discussion followed Ms. Wallace's presentation.

Much of Ms. Wallace's presentation was based on the PESB policy brief "Addressing the Recurring Problem of Teacher Shortages" (October 2015), included in this section of the January board packet.

PESB finds not only that there clearly is a teacher shortage in Washington at this time, but that it may exceed the accustomed cycle in there is less teacher attrition, and so lower demand for new hires, in bad economic times, and more attrition when things turn up.

Washington teachers are leaving at a rate that we have not seen for at least the past decade. Not only are veteran teachers leaving at unprecedented rates, they are transferring as well. The combination of leavers and transfers means that district hiring has gone up dramatically. Where several years ago we had high unemployment of graduates looking to become teachers, it now appears that nearly all graduates looking for teaching jobs are finding positions.

Sharply increased hiring means that substitute pools are being drained as well. While all hiring data were not in at the time of the report, inquiries to PESB from the field suggested that districts had hired all available teachers, including substitutes and the conditionally credentialed. Under pressure to fill jobs, districts were looking to other sources of supply, including students in teacher education programs.

Teacher shortages are common, PESB says, but are usually localized and specific to content areas (such as math and science). They are also cyclical and typically less evident when there are fewer opportunities in other sectors of the economy. The concern is that we may have reached a "new normal" in which teacher shortages are less easily managed in usual ways, and more ongoing than cyclical. Some of the reasons cited for this include:

- The high rate of teachers leaving the profession, which appears to exceed what we've seen in prior cycles;
- Enrollment in and completion of teacher education programs at higher education institutions are down, reflecting a national trend;

- Beginning teacher attrition, which, while a strong concern, is not distinct to the present shortage problem;
- Credentialing requirements for teachers in Washington. Easing them, however, would compromise teacher quality, without much impact on the present shortage. PESB strongly recommends maintaining the standards and assessments for licensure enacted in ESHB 2261 in 2009 and 2SSB 6696, which research shows are directly linked to student achievement gains.

PESB lists ten actions in the report that the Legislature can take to address the recurring problem of teacher shortages in a sustained and comprehensive way.

1. Require and fund public institutions of higher education to develop priority subject area recruitment and enrollment plans.
2. Increase funding for Alternative Routes and Educator Retooling programs.
3. Centralize and fund, statewide and/or by regions, more aggressive marketing of and recruitment for teaching positions.
4. Allow PESB to continue to innovate with Alternative Routes through rule, in order to be more responsive to district need.
5. Increase funding for Educator Retooling for teachers to add subject matter credentials enabling them to be qualified to teach in areas of district need.
6. Support statewide dissemination and implementation support for the Careers in Education program curriculum. Provide funding to support an online portal, and professional development for implementation.
7. Revisit language of Chapter 235, Law 2010 (E2SSB 6696) to strengthen provisions on offering of Alternative Routes programs by higher education institutions with approved teacher preparation programs.
8. Improve retention by funding statewide beginning teacher induction and mentoring, including high-quality training for mentor teachers.
9. Provide districts with tools to improve enrollment forecasting and funding predictability for better and earlier determination of hiring needs.
10. Per the PESB position statement on the report and recommendations of the QEC Compensation Technical Working Group, establish competitive beginning teacher pay and align increases in compensation with requirements of the state's career-long licensure system and successful teacher teaching experience as verified through our state teacher evaluation system.

The second part of this memo discusses the last of these proposals. It would establish an updated model for state salary allocations based on professional attainments in place of the traditional model in which teachers advance in pay based only on years of experience and degrees, academic credits, or "clock hours."

Salary Allocation Model Aligned to a Career Continuum

The landmark education reform act of 2009, ESHB 2261, which makes up the foundation for the *McCleary* mandate, required the Office of Financial Management, by July 1, 2011 to "convene a technical working group to recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and establishes recommendations for a concurrent schedule." While not explicitly including the new

compensation model within a revised definition of basic education, the act expressed the intent of the Legislature that teacher pay be not just enhanced in amount but restructured to align with the knowledge, skills and teaching practices found most likely to raise student achievement.

This requirement of ESHB 2261 originates in [2SSB 5955](#) (Educator preparation, professional development and compensation) in 2007. The act pronounced a purpose for the Professional Educator Standards Board to “take the next steps in developing quality teaching knowledge and skill in the state’s teaching ranks.” These duties, the Legislature said, build on a current teacher development foundation that requires evidence of positive impact on student learning, and focuses on furthering K-12 learning goals through instructional skill alignment. By June 2009, the PESB was to set performance standards and develop, pilot, and implement a uniform and externally administered professional-level certification assessment based on demonstrated teaching skill.

The certification assessment developed by the PESB pursuant to 2SSB 5955 is the ProTeach Portfolio, first required for teachers to earn a professional certificate in 2010. In order to achieve the passing score on the ProTeach Portfolio, teachers must demonstrate the required knowledge and skills, specified in [WAC 181-79A-207](#), that demonstrate a positive impact on student learning. “A positive impact on student learning” is defined in [WAC 181-78A-010](#) to mean that “a teacher through instruction and assessment has been able to document students’ increased knowledge or demonstration of a skill or set of skills related to the state goals and/or essential academic learning requirements.”

The revised salary allocation model developed by the Compensation Technical Working Group (TWG) of the Quality Education Council, in compliance with ESHB 2261, was designed to align compensation with these goals and principles for teacher certification. “The certification process,” the Working Group said, “provides an objective measure of teacher development outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards.” The TWG emphasized in its June 2012 report that “the increasingly rigorous, performance based certification process, coupled with the movement to a robust, four-tiered evaluation system, will ensure that Washington’s students are served by high-quality educators.”

The proposed state salary allocation model devised to link to the new certification system would have just 10 cells, compared to the 119 in the current model. At present, additional, state-funded teacher salary can only be obtained by gaining up to 16 years of experience and obtaining additional academic degrees, credits or clock hours. In the new model a teacher would progress in salary from a residency or initial certificate to a professional certificate, on successful assessment through the ProTeach Portfolio, and then through three additional levels of certification, each accompanied by substantial salary increases to recognize gains in knowledge, skill and effectiveness. This approach to teacher compensation is commonly referred to as a “career ladder.”

“The salary allocation model should provide incentives for educator characteristics that research indicates result in more effective teaching and greater gains in student achievement,” the TWG said. *“It should also serve as a potential aid in the recruitment of potential teachers, in that it would clearly define the state expectations for a teacher’s career progression and demonstrate the capacity for career advancement.”* (Emphasis added.)

The QEC working group received presentations on the effect sizes on student test scores of various teacher characteristics, including, for example, experience, graduate degrees, and professional development “days,” and reviewed literature on standards-based compensation. Based on those analyses, and after lengthy discussion, the TWG recommended a state salary allocation model with the following elements:

- State Certification Level
- Years of Experience Tied to Certification Level

- National Board for Professional Teaching Standards Certification
- Level of Education

The rationale for each is explained in the report excerpted in this section of the board packet. The proposed model incorporating each of the elements is shown in Exhibit 11. Its clarity and simplicity in relation to the current salary allocation model is immediately evident from comparison with that shown in Exhibit 9.

It should be noted here that the PESB, while strongly supportive of the policy, was not in entire agreement with all details of the model recommended by the TWG. A large salary bump on achievement of professional certification after the third year of teaching, PESB observed, would be more conducive to encouraging teachers to gain the skills and competencies represented by the certificate than delaying it to after year four, as proposed by the working group.

While the state has yet to accomplish compensation reform in response to *McCleary*, the policy of basing salary allocations on a career continuum figured prominently in legislative deliberations in 2015. Both [SB 6109](#) and [SB 6130](#) included a salary allocation schedule identical or very similar to that proposed by the QEC working group in 2012. SB 6130 stated among its intents “Phasing in a streamlined and less complicated salary allocation model for certificated instructional staff that is informed by the work of the compensation technical working group and aligned to the certification progression of an educator.” [ESHB 2239](#) declared an intent to enact a new state salary model for allocating salary funding for state-funded employees that “may include simplification or elimination of the state salary grid for certificated instructional staff.”

Specific features of the new salary allocation model and the salary amounts placed in it may differ from any proposals we’ve seen so far. It seems clear, however, that the direction of the Legislature on teacher compensation is that set out in E2SSB 2261, the report of the QEC Technical Compensation Working Group, and the work of the PESB to develop a model of professional certification to recognize – and ultimately compensate – educators for skills, attributes and attainments associated with instruction that increases student achievement.

In the meantime, the PESB has continued to examine and evaluate the ProTeach Portfolio assessment for teachers to move from an initial to a professional certificate. In 2014 researchers James Cowan and Dan Goldhaber of the Center for Education Data and Research at the University of Washington-Bothell published a study for the PESB finding that teachers who pass the ProTeach are more effective at raising student test scores than those who failed or did not complete it. Summarizing study results, Mr. Cowan said, “The magnitude of these findings is similar to the estimated differences in teacher effectiveness associated with having a teacher with about 3 or 4 years of teaching rather than a novice teacher, or a teacher who is certified by the National Board for Professional Teaching Standards versus one who is not.” At the same time, the study pointed to some ways ProTeach could be improved by re-weighting some components of the assessment.

Action

The Board will consider approving the joint legislative priority with the Professional Educator Standards Board.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.

Align Educator Compensation Systems with New Credentialing Policies

Joint Priority with Professional Educator Standards Board

ESHB 2261 (2009) directed the development of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and a plan for implementation. In its 2013 report the Quality Education Council proposed a new career ladder model for educator compensation, linked to the two levels of certification defined by the Professional Educator Standards Board, with recognition of experience, degree attainment and National Board certification, but significantly fewer “steps” than the current schedule. The Board urges the Legislature to adopt legislation that aligns the new system of professional certification with a new model of professional compensation. The Board also asks the Legislature to support systemic measures proposed by the Professional Educator Standards Board and the Superintendent of Public Instruction, in partnership with school districts, Educational Service Districts, and higher education, to address a persistent and multifaceted problem of teacher shortages.

Compensation Technical Working Group Final Report

June 30, 2012

RECOMMENDATIONS SUMMARY

The Compensation TWG provides the following recommendations to ensure that Washington fulfills its paramount duty and its ethical imperative to provide all students within its borders the opportunity for an amply funded public education.

<p><i>RCW 28A.400.201(2)</i> <i>"recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system...</i> <i>(a) How to reduce the number of tiers within the existing salary allocation model"</i></p>	<p>4) Align the Salary Allocation Model to the Career Continuum for Educators</p>	<p>As illustrated in Exhibit 1, the recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective measure of teacher development against professional standards as outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance-based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington’s students are served by high-quality educators.</p> <p>The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators in the profession.</p>
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4) Align the Salary Allocation Model to the Career Continuum for Educators

RCW 28A.400.201(2) "recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system...(a) How to reduce the number of tiers within the existing salary allocation model"

The recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective measure of teacher development against professional standards as outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington’s students are served by high-quality educators.

The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators into the profession. In the current salary allocation model shown in Exhibit 9, additional compensation can only be obtained through gaining up to 16 years of experience, earning additional academic degrees and clock hours or academic credits.

Exhibit 9: Current K-12 Salary Allocation Model for Certificated Instructional Staff (LEAP Document 2)

Years of Service	BA + 0	BA +15	BA +30	BA +45	BA +90	BA +135	MA + 0	MA +45	MA +90 or PhD
0	33,401	34,303	35,238	36,175	39,180	41,116	40,045	43,051	44,989
1	33,851	34,765	35,712	36,690	39,727	41,652	40,490	43,527	45,452
2	34,279	35,202	36,159	37,212	40,241	42,186	40,938	43,966	45,912
3	34,720	35,653	36,620	37,706	40,729	42,722	41,363	44,384	46,377
4	35,153	36,127	37,099	38,224	41,264	43,271	41,808	44,849	46,857
5	35,600	36,578	37,561	38,748	41,777	43,824	42,261	45,291	47,339
6	36,060	37,017	38,032	39,279	42,293	44,352	42,725	45,740	47,797
7	36,868	37,839	38,868	40,182	43,241	45,356	43,594	46,652	48,768
8	38,050	39,074	40,127	41,550	44,651	46,844	44,961	48,063	50,254
9		40,353	41,459	42,933	46,106	48,373	46,343	49,518	51,785

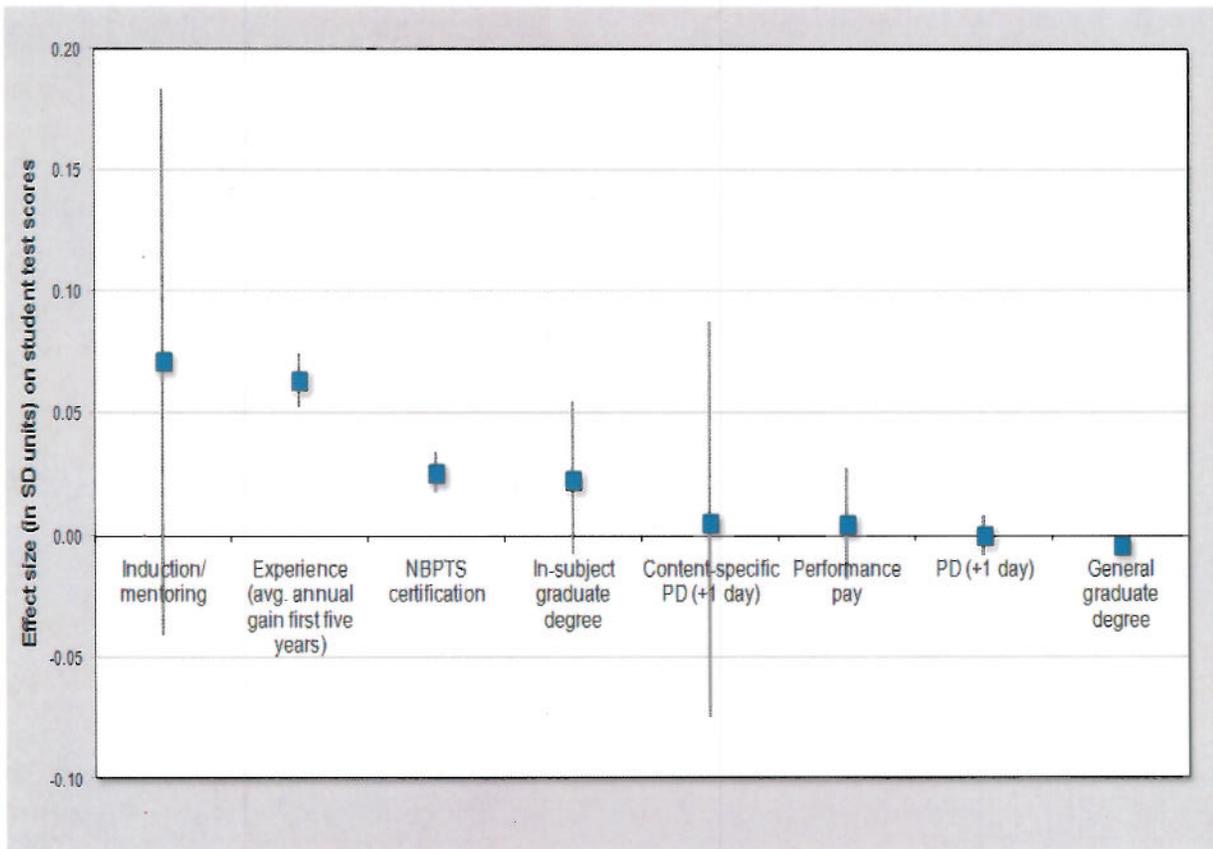
10			42,806	44,387	47,602	49,945	47,798	51,014	53,356
11				45,883	49,169	51,558	49,295	52,581	54,969
12				47,332	50,777	53,238	50,850	54,188	56,650
13					52,425	54,959	52,460	55,836	58,370
14					54,081	56,745	54,117	57,600	60,157
15					55,488	58,221	55,523	59,098	61,721
16 or more					56,597	59,385	56,634	60,279	62,955

In order to create a new salary allocation model, the Compensation TWG reviewed research and deliberated on which elements should be included in the base salary allocation model. The new salary allocation model should be clear, with a logical progression of steps for increases in compensation that are aligned to the career and certification progression of an educator. The salary allocation model should provide incentives for educator characteristics that research indicates result in more effective teaching and greater gains in student achievement. It should also serve as a potential aid in the recruitment of potential teachers, in that it would clearly define the state expectations for a teacher’s career progression and demonstrate the capacity for financial advancement.

The Compensation TWG was informed by various research (see Appendix 5- Salary Allocation Model Supplemental Information) in order to determine which elements to include in the salary allocation model. The Compensation TWG received presentations on multiple meta-analyses conducted by the Washington Institute for Public Policy (WSIPP). The WSIPP meta-analyses focused on the effect size on student test scores of various teacher characteristics including:

- Induction and Mentoring Programs
- Experience (average annual gain in the first five years)
- National Board for Professional Teaching Practices (NBPTS) Certification
- In-subject Graduate Degrees
- Content-Specific Professional Development (1 additional day)
- Performance Pay
- Professional Development (1 additional day)
- General Graduate Degrees

Exhibit 10: Summary of Meta-Analytic Findings Regarding Impacts on Student Test Scores from Different Policies Related to Teacher Compensation and Training



Source: Exhibit 12. Pennucci, A. (2012) *Teacher compensation and training policies: Impacts on student outcomes*. (Document No. 12-05-2201). Olympia: Washington State Institute for Public Policy

The WSIPP meta-analyses indicated that several compensation elements had differing effect sizes on student achievement as measured by student test scores. However, it is important to note that the meta-analyses are limited to the studies included in each analysis and it is difficult to draw definitive conclusions based on it.

The salary allocation model recommended by the Compensation TWG recognizes the following elements:

- State Certification Level
- Years of Experience Tied to Certification Level
- National Board for Professional Teaching Standards (NBPTS) Certification
- Level of Education

Exhibit 11: Proposed State Salary Allocation Model for Certificated Instructional Staff

Certification Level	Bachelor's Degree	Advanced Degree
Residency/Initial Certificate	\$48,687	\$52,582
Professional/Continuing Certificate with a minimum of 4 years of experience	\$58,424	\$63,098
Professional/Continuing Certificate with NBPTS and a minimum of 4 years of experience	\$63,098	\$68,146
Professional/Continuing Certificate with 9 years of experience	\$70,109	\$75,718
Professional/Continuing Certificate with NBPTS and 9 years of experience	\$75,718	\$81,775

		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						
7 th	6						
8 th	7						
9 th	8						
10 th +	9+	\$70,109 1.4400	\$75,718 1.5552	\$75,718 1.5552	\$81,775 1.6796		

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.

The two salary allocation models above represent the same values presented in different formats for purposes of comparison.

State Certification Level

The certification process is designed to allow teachers to gain additional knowledge and skills and demonstrate them in an objective assessment. The stages of a teacher's career are recognized through the certification levels, with an entry level residency certificate, a middle level professional certificate and an optional advanced National Board for Professional Teaching Standards (NBPTS) certificate. As a certificate is the "license to practice" for certificated instructional staff members, aligning compensation increases to the tiers of certification encourages employees to develop professional competence in the knowledge and skills measured by the standards and to successfully progress through the certification continuum. The cost of certification is absorbed at the individual level; therefore, once the certification and minimum years of experience is attained, the salary allocation model recognizes this cost and compensates the achievement with a 20 percent increase.

The Compensation TWG recognizes that there should be some accommodation made for educators entering Washington from other states. The Professional Educator Standards Board (PESB) is aware of this need and is currently working on reciprocity agreements with other states and rule-making to provide a one-year transitional window for a provisional professional certificate for out-of-state educators to complete the ProTeach Portfolio.

Years of Experience Tied to Certification Level

The Compensation Technical Working Group recommends that a minimum of four years of experience be tied with the progression from the residency certification to the professional certification columns. This recommendation recognizes both increased experience and the attainment of the professional competencies required of the professional certificate. The 20 percent increase in compensation after the fourth year of experience will create an incentive for certificated instructional staff to stay in the K-12 system. National research indicates a relationship between turnover and experience, "with the least and most experienced teachers most likely to depart their schools."⁹ According to the Professional Educator Standards Board (PESB), in Washington this pattern holds true with, "most of the teachers who leave a district do so earlier in their careers. There is also a bump for those who leave at about 30 years of experience, presumably to retire."¹⁰

However, this recommendation was not unanimous, with concerns raised by the Professional Educator Standards Board (PESB) and several other members regarding the increase being delayed until after the fourth year of experience. The Washington State Legislature and PESB designed a continuum of teacher development that encourages teachers to pursue professional certification post-induction with achievement of the certification by the end of their third year of teaching. The concern is that a delay in the percentage increase until the fifth year of teaching, after the individual has attained four years of experience, will cause educators to delay gaining the knowledge and skills competencies represented by the professional certificate one year. Thus the recommendation from some members was a smaller increase for teachers attaining the professional certificate at year four, after three years of experience, which would join with the 20 percent retention-related increase at year five, after four years of experience.

Within the Professional/Continuing column, a second salary increase occurs after nine years of experience with retention of the professional/continuing certificate or NBPTS certificate. Years of experience represent the earliest progression of the Professional/Continuing column on this model; the actual amount of time for an individual to attain the professional certificate may vary from 3-9 years. The proposed salary allocation model compresses the years of experience in the current model, allowing employees to maximize their compensation earlier in their career and increase the recruitment of additional employees into public education. The Compensation TWG recommends that an annual cost of living adjustment (COLA) be applied to all salary allocations. It is important to note that this additional increase in the salary allocation will be provided every year, regardless of the employee's placement on the salary allocation model.

Level of Education

The proposed salary allocation model recognizes the level of education the employee attains. The salary allocation model provides an increase in salary for a graduate degree (Master's or PhD), but reduces the premium from the current 21 percent (highest in the nation) to 8 percent.¹¹ The group lowered the premium to a similar level that other states pay educators for advanced degrees as well as to a level recognized by comparable occupations. The research on graduate degrees and teacher effectiveness is mixed and limited to studies that measure the effect on student achievement in limited subjects and grade levels. Some research has found that an in-subject Master's degree leads to increased student achievement in those particular subjects. The Compensation TWG recommends that the advanced degrees must be relevant to current or future assignments, as locally determined by the school district, in order to be eligible for placement on the proposed tier on the salary allocation model. This recommendation is aligned with the current statutory requirement that credits be aligned to the individual's current or future assignment. Additional credits and clock hours are removed from the salary allocation model, but the group recommends that the state pay for additional time for professional development activities.

National Board for Professional Teaching Standards Certification

National Board for Professional Teaching Standards (NBPTS) certification is embedded in the salary allocation model, rather than provided as an additional bonus as it is currently structured. The recommended salary increase is 8 percent, which is similar to the current bonus of \$5,090. NBPTS certification is an objective measure of accomplished, effective educators and by being included in the base salary allocation model, compensation for achieving the rigorous certification will be guaranteed. The NBPTS certification process is time consuming and requires a personal financial investment of candidates. By embedding compensation for NBPTS in the salary allocation model, the group recommends that funding for NBPTS certification be guaranteed as part of the definition of basic education.

The Compensation TWG did not include the NBPTS challenging schools bonus in the salary allocation model. The group believes that fully funding the poverty enhancements in the prototypical schools funding model will improve working conditions in challenging schools and there will not be a need for additional state-funded bonuses provided to teachers working in

challenging schools. The Compensation TWG acknowledges that the prototypical schools funding model must be fully implemented in order for challenging schools to have enough resources to recruit and retain staff in challenging schools. Although the group does not recommend including the challenging schools bonus in the salary allocation model, they acknowledge that the challenging schools bonus is part of current statute and recommends that it remain.

Movement on the Salary Allocation Model for a New Teacher

As outlined in the two tier certification system by the Professional Educator Standards Board, the entry level certificate is the residency certificate. A new educator can remain on a residency certificate for up to nine years, but will remain at the salary allocation levels of \$48,687 for a residency certificate with a Bachelor's Degree and \$52,582 for a residency certificate with an Advanced Degree.

A new educator pursues a professional certificate through submittal of a ProTeach Portfolio. The proposed salary allocation model provides a 20 percent compensation increase for the attainment of professional certification and at least four years of experience. If the professional certificate is earned with more than four years of experience but before the residency certificate expires, the same increase of compensation occurs.

Once professional certification is achieved, the salary allocation model recognizes an additional compensation increase of 20 percent after nine years of experience. The renewal process for the professional certificate occurs every five years, with the achievement of a Professional Growth Plan, or completion of 150 clock hours of professional development. The salary allocation model with an increase at nine years of experience is designed as a proxy for the renewal process.

An additional opportunity for educators to earn more compensation on the salary allocation model is through the achievement of certification through the National Board for Professional Teaching Standards (NBPTS). This third level of nationally recognized certification is embedded in the salary allocation model in order to ensure that all educators who achieve this rigorous distinction are given additional compensation for their increased effectiveness. In order to seek National Board Certification, potential applicants must meet the following requirements prior to applying; hold a bachelor's degree, have competed three full years of teaching/counseling experience and possess a valid state teaching/counseling license for that period of time.¹²

5) Invest in 10 Days of Professional Development Time

RCW 28A.400.201(2) "recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system...(a) How to reduce the number of tiers within the existing salary allocation model"

The state certification and evaluation systems expect educators to grow professionally. However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student’s academic development and does not provide time for educator-focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. The Compensation TWG recommends that the state include ten professional development days for certificated instructional staff in the definition of basic education.

The state has recognized the importance of professional development in the past by compensating for additional professional development days, called Learning Improvement Days (LID). In 2002-03, three LID days were provided. In 2009-10, the number was reduced to two. In 2010-11, all funding for LID days was eliminated.

The proposed salary allocation model (SAM) moves away from compensation based on credits and clock hours and towards a career ladder compensating teachers for career advancement by attaining higher certifications. The certifications embedded in the SAM measure a teacher’s performance against national and state standards. These standards provide a benchmark for teachers to perform against; however, no compensated time is provided for teachers to improve their performance. In addition, time is needed for teachers to develop specific knowledge or skills required by changes in national, state and local policies. School districts are providing professional development through locally funded days or requesting waivers to the 180 school day calendar in order to replace a day of instruction with a professional development day. In addition, some local school districts are scheduling half days of instruction in order to provide time for professional development during the second half of the day.

Exhibit 12: Proposed State Salary Allocation Model with 10 Additional Professional Development Days

Certification Level	Allocation BEFORE 10 PD Days		Allocation WITH 10 PD Days	
	Bachelor's Degree	Advanced Degree	Bachelor's Degree	Advanced Degree
Residency/Initial Certificate	\$48,687	\$52,582	\$51,392	\$55,503
Professional/Continuing Certificate and a minimum of 4 years of experience	\$58,424	\$63,098	\$61,670	\$66,604
Professional/Continuing Certificate with NBPTS and a min. of 4 years of experience	\$63,098	\$68,146	\$66,604	\$71,932
Professional/Continuing Certificate and 9 years of experience	\$70,109	\$75,718	\$74,004	\$79,925
Professional/Continuing Certificate with NBPTS and 9 years of experience	\$75,718	\$81,775	\$79,925	\$86,319

School districts should have the flexibility to distribute the time in a manner that best fits their needs. The group discussed the possibilities of the time being used for professional learning communities, individual professional growth planning, and focused seminars.

The Compensation TWG also recognizes that professional development for instructional aides is critical as they work in partnership with teachers to provide a comprehensive education for K-12 students. The Compensation TWG affirms the FTE recommendations for instructional aides found in the Classified Staffing Adequacy Report that includes time for professional development.¹³ The Compensation TWG recognizes that additional classified positions may also require additional funding for targeted professional development, but further work is necessary before development of a recommendation for non-certificated instructional staff positions.

6) Allocate Mentors and Instructional Coaches in the Basic Education Funding Formula

RCW 28A.400.201(2) "the technical working group shall make recommendations on the following: (d) The role of and types of bonuses available"

Many of the necessary roles and responsibilities required in a successful school are currently being provided, in part, through local funds. The Compensation TWG asserts that the roles of mentor teacher and instructional coach are essential positions within the basic education program and a state-funded obligation. The group recommends that funding for mentor teachers be provided based on the number of new and probationary teachers. In addition, instructional coaches should be allocated based on the number of prototypical schools. Both allocations should be included in the basic education funding formula in 28A.150.260.

Instructional coaches provide rich, job embedded professional development and instructional coaching is critical to improving the instructional practices and strategies of educators throughout their careers. Mentors provide necessary instructional reflection, professional development and collaboration during the beginning of an educator's career, as well as assistance to educators in probationary status. Both instructional coaches and mentors are essential in order to support the more rigorous evaluation and certification systems and strengthen the effectiveness of educators.

Instructional Coaches

The Compensation Technical Working Group recommends that instructional coaches are funded through the prototypical school funding model. As an allocation, the school districts can determine the appropriate use of the funding to best support the needs of their teachers and students. As an allocation, school districts could choose to spread the allocation to multiple teachers within a school or centralize instructional coaches at the district office.

FOR IMMEDIATE RELEASE

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Olympia, Washington – March 17, 2014

Teachers who pass the ProTeach Portfolio assessment are more effective than those who fail, according to a University of Washington Bothell study.

Since 2010, teachers have been required to successfully pass the ProTeach Portfolio (ProTeach) in order to earn their second-level, professional, certificate. Implemented as a result of Professional Educator Standards Board (PESB) recommendations and legislative mandate, the ProTeach Portfolio requires teachers to demonstrate their effective teaching, professional development and professional contributions through student-based evidence on three portfolio entries: 1) Professional Growth and Contributions, 2) Building a Learning Community and 3) Curriculum, Instruction and Assessment. Administered by Educational Testing Services, it is the first large-scale consequential portfolio assessment to be submitted and scored entirely online in the United States.

Lead researchers James Cowan and Dan Goldhaber from the Center for Education Data and Research (CEDR) at University of Washington at Bothell used value-added models of student achievement to assess the relationship between teacher performance on ProTeach and teacher effectiveness in raising student achievement on standardized exams. The study found that teachers who pass the ProTeach are more effective than those who failed and those who do not complete a submission. Modest differences were found in both math and reading, though the differences were only found to be statistically significant for reading. “The magnitude of these findings is similar to the estimated differences in teacher effectiveness associated with having a teacher with about 3 or 4 years of teaching rather than a novice teacher, or a teacher who is certified by the National Board for Professional Teaching Standards versus one who is not”, stated Mr. Cowan.

For the PESB, the study provides affirmation that this instrument behaves much as other well-regarded certification assessments, such as the National Board assessment process, but also offered some ways it can be improved. Because the study suggests that components of the assessment could be emphasized or de-emphasized in ways that would strengthen its relationship to student achievement, the Board will examine options for reweighting the assessment.

The study helps define issues and questions for researchers and policy boards such as the PESB. The study found when other factors are held equal, the characteristics of the students and classroom may influence the teacher's ProTeach score. For example, having a larger number of students in an elementary classroom seems to have a negative effect on the ProTeach score. This is not an unexpected result; other empirical studies have found similar findings for the National Board as well. This effect might be related to dependence on some evidence generated by the student.

CEDR Director Dr. Dan Goldhaber praised the PESB for its willingness to turn the lens on its own policy. "PESB asks the difficult, yet important empirical questions about its policies and programs. Their willingness to find and test the best practices is essential for improving the quality of teaching in Washington", he said.

PESB Chair Barb Taylor stated that "Overall, the PESB is pleased with the study. We want to enable, as well as insist, that all teachers meet a high bar in order to continue to earn a teaching certificate. Research like this helps us maintain policies for our certification system that identify and acknowledge teaching effectiveness".

The full study paper may be found at <http://cedr.us/papers/working/CEDR%20WP%202014-2.pdf>.

*Since 2006, the **Professional Educator Standards Board** has held responsibility for regulating the career-long continuum of educator licensure in order to ensure that students encounter highly qualified educators through their school experience. This policy making body fulfills the legislature's intent for educators to be among self-governing professions in our state, with a composition of practicing educators entrusted with setting and upholding the highest possible standards for certified Washington educators. www.pesb.wa.gov*

Addressing the Recurring Problem of Teacher Shortages

Are we experiencing a teacher shortage now?

Yes. Washington's teacher labor market froze during the economic downturn. This means that teachers who normally would have left teaching, stayed. We had fewer teachers leaving the system, and fewer teachers moving between districts or schools. Clearly this has changed. Currently, Washington teachers are leaving at a rate that we have not seen for at least the past decade. *[for more data / analysis on teacher attrition see our data site - <http://data.pesb.wa.gov/retention>].* Not only are veteran teachers leaving at unprecedented rates, they are transferring as well. The combination of leavers and transfers mean that district hiring has gone up dramatically. Where several years ago we had high unemployment of graduates looking to become teachers, it now it appears that nearly all graduates looking for teaching jobs are finding positions. Graduates unable to find teaching positions contributed to district substitute pools. Increased hiring means these substitute pools are also diminished.

How did this happen / how are we experiencing it?

Six years ago PESB was fielding calls from teacher programs in a panic, noting that even their most qualified completers were not finding jobs. When the hiring results came that year it was clear what had happened, the teaching profession had frozen, teachers who would typically move positions or leave teaching were staying put. Districts, which just two years prior had hired 6,500 teachers to fill new and transferring teaching positions, had hired for only 2,500 positions, 1,800 of those going to teachers who were new to the system. What did these unemployed program completers do? Some stayed in temporary employment waiting for teaching positions to open up, some entered the substitute pools, and others pursued careers outside of public education. There were probably many reasons teachers stopped leaving the profession that year, not the least of which was the economic crises, which dramatically reduced opportunities in the private sector.

Last year PESB was fielding the opposite calls, as districts were frantically looking for teachers to fill their newly vacated positions. Sure enough, when the hiring data came in, we saw the opposite effect, districts had hired for 7,300 vacancies, more than we've ever seen. Of those positions, 4,700 were new to Washington's public schools. In five years we had seen a 250% increase in demand for new teachers. Districts hired candidates that had graduated from earlier years but were still waiting for positions, including many of those that were serving in substitute pools. As the year went on it became apparent that the number of substitutes had dwindled, substitutes had taken new positions, both in and out of the public school workforce.

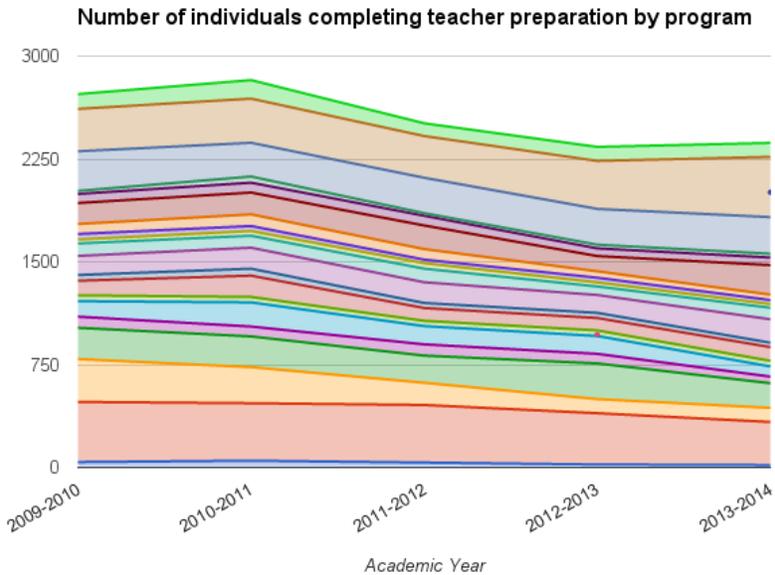
This year PESB is fielding new questions, where programs and districts are inquiring about the legality of hiring teacher candidates who are still in programs. The hiring data is not in yet, but this suggests that districts have hired all available teachers, including substitute and conditional

credentialed teachers, and many are now looking in new areas, including students currently enrolled in teacher education programs.

The main driver for this boom and bust is the number of teachers leaving the profession. We don't know if the current teacher hiring boom is a correction from the earlier bust years—where teachers that would have typically left stayed on until the economy came back—or if it is the new normal—where the booming economy continues to give teachers new and better opportunities outside of public education.

There are other issues impacting the teacher shortage in Washington. Teacher program enrollment and completions in some of our larger programs are down, reflecting a national trend. There are many theories for this—from teacher pay to changes in parent perception of teaching as a profession—but there are no easy answers. We have no evidence our teacher education programs reduced the

number of slots available, but rather they are reflecting the market demand. Higher education enrollment continues to increase, and programs in STEM fields are finding themselves turning away qualified students, while programs in education are laying off staff and cutting courses. Also, beginning teacher attrition clearly impacts the teacher shortage, and continues to be a concern both nationally and in Washington.



However, this issue has persisted for many years, and is not the root cause for Washington's current crises. Finally there are issues related to credentialing. It is clear that obtaining and keeping a teacher credential in Washington does preclude some from becoming a teacher, which to some extent is the intent of a licensed profession. Some do not have adequate subject matter knowledge or lack basic writing skills. Undoubtedly, lowering standards would allow a few more people teach in Washington's public schools, but it is important to note that the number of people who fail these assessments are comparatively few and that lowering standards will have little or no impact on the magnitude of the problem, which is teachers leaving the profession at a rate never before seen in Washington.

Teacher shortages are common in Washington, but usually they are localized and specific to certain content areas. There are practices and policies in place to deal with these shortages, such

hiring long-term substitutes or hiring on conditional or emergency credentials. There are federal policies related to No Child Left Behind that serve as a disincentive for these practices, but there is nothing in Washington policy that precludes districts from hiring someone on a limited credential. Also there is an alternative route where teachers can serve as a teacher of record while completing a program. The implementation challenge is that it takes time to set up.

Is there a shortage of STEM teachers?

Currently there is a shortage of all teachers, including those teaching STEM courses. We know from long-term trend data that certain teachers, including those working in STEM fields are hired earlier, and at greater rates, than say an Elementary teacher. This suggests Washington has a persistent and ongoing need for more STEM production. Note, the same is true for Special Education as well. Some endorsement areas, like Elementary Ed vacillate between shortage and surplus, and a worthy policy goal would be stabilizing this, there are areas that could reasonably be prioritized for ongoing increased production – like STEM and Special Ed.

Do we have a teacher turnover problem?

Washington has similar teacher persistence issues and rates as other states. Although, of course we have noticed a higher rate of leavers recently across the teaching sector, the area most people look at is persistence of beginning teachers. Specifically, is this a problem with preparation, or with induction. When we look closer, we notice that beginning teacher persistence is very similar between preparation programs, but quite different between districts. This suggests to us that we should start by looking into district-level supports and policies to better understand why beginning teachers leave.

Does teacher turnover impact high-needs schools?

Yes, but it's not the entire story. There are much larger differences in persistence between districts, than between high and low needs schools. That's not to say this is not impacting high-needs schools, just that we think the issue is a bit larger.

Why don't programs ramp up production?

Programs require time to hire additional faculty, as well as recruit, enroll, and complete candidates. These efforts are hindered when programs lack clear, and advanced directive on district need and placement opportunities. However, keep in mind that generally we have under-enrollment, the problem is not programs turning qualified candidates away. We believe any qualified candidate in Washington can find a seat in one of our educator preparation programs. We have been interested in recruitment practices, and we are seeing this issue come up more often as part of the national policy dialog.

Why don't people want to go into teaching anymore?

A recent report from ACT found that between 2010 and 2014 the percentage of high school students expressing an interest in pursuit of teaching dropped from 7% to 5%. This while the number of teaching positions is expected to grow by 14% by 2021. Part of the reason is that the numbers and academic caliber of people enter the teaching ranks has been historically linked to discrimination. Women and minorities became teachers at higher rates because their options in the workforce were more limited. That's changed, and college graduates have broader opportunities. Surveys and research suggest it's not one factor that influences an individual's decision, although salary generally rises to the top. In countries that enjoy adequate supply and selectivity in terms of teacher candidates, like Singapore and Finland, teacher education is well

subsidized, admission standards are high, training is an institutional priority and well-funded, and new teachers can expect support, competitive salary, and opportunities for advancement.

What can be done?

If this is an issue of supply and demand, and if we believe it will be persistent (not just a market correction) or recurrent, then we need to find ways to make the profession more attractive at multiple points - including at pursuit of preparation and credential, employment, and persistence in the profession. An obvious answer is increased pay, particularly early in a teacher's career, when they are most likely to leave. Also, there are improvements in human resource / workforce development practices, including support for onboarding new teachers. Important too, we need policy levers intended to increase the pipeline, such as recruitment and scholarships.

What PESB is Doing -

Expanding preparation program providers - PESB has provided technical support to three community colleges with plans to open teacher preparation programs within the next year. In addition, PESB staff assist programs in other states providing online teacher preparation here in Washington, helping ensure they are responsive to district need.

Expanding Alternative Routes - The 2015 Legislature restored funding to this PESB program, which experienced severe reductions in funding starting in 2011, and suspension of the program entirely in the last biennium. Competitive Block Grants will fund preparation program and district/ESD partnerships, as well as candidate scholarships, to support alternate route programs to address district need. One of the weak aspects of Washington's Alternative Route programs was inadequate district engagement, but with the current shortages, more districts are looking to create residency-type models allowing them to employ individuals enrolled in preparation programs as teachers of record ---- essentially "on the job" training. They are also recruiting from their experienced paraeducator ranks and "growing their own" teachers through Alternative Routes. The number of district / preparation program partnerships applying for funds to operate Alternative Routes will well exceed the biennial appropriation. Increased legislative funding will be needed to meet level of demand..

Expanding Educator Retooling - The 2015 Legislature enacted the PESB and Governor Inslee's request to expand Educator Retooling scholarships beyond math and science to other shortage areas, such as Special Education and English Language Learners, or other locally-determined shortages. This program provides financial support (scholarships up to \$3,000) to Washington State certified teachers who seek to add an endorsement in a subject or geographic shortage area. As with Alternative Routes, applicants will well exceed funds received. Increased legislative funding will be needed to meet demand.

Broadened interstate reciprocity - Washington is among states with the fewest barriers for teachers coming from other states. Reciprocity is based on completion of a state-approved preparation program, thus does not require individuals to hold prior state certification. We have established numerous, equivalent tests in other states acceptable for meeting Washington certification test requirement. We expedite military personnel, allow one-year permit for teachers new to

Washington to meet certification testing requirement, and up to 7 years to reach our second tier certificate, the Professional Certificate, through either the ProTeach Portfolio or National Board.

Providing guidance and technical assistance to preparation programs on improving their recruitment practices - particularly related to recruitment and support for individuals from underrepresented populations and preparing future principals and superintendents to develop and implement effective workforce development strategies.

Per legislative charge, revised the curriculum for the Careers in Education program to more closely reflect the PESB's Recruiting Washington Teachers program, which targets first-generation college-bound students from underrepresented populations, support their academic success and pursuit of a teaching career.

Conducted case studies of districts in Washington with effective workforce development practices that sustain them well through periods of shortage. PESB is now working with WASBO and WASA, AWSP and WSSDA to contract for a consultant to prepare training curricula, and deliver training to district HR managers on improved recruitment, hiring, orientation and retention practices.

What the Legislature Can Do -

Establish priority recruitment and enrollment subject areas - Fund and require public institutions to develop biennial priority production area recruitment and enrollment plans, that would include aggressive recruitment strategies, strong partnerships with school districts, by service region (Per RCW 28B.76.335 and 340), with sign-off from districts in that region / the ESD.

Increase funding for Alternative Routes and Educator Retooling programs. Require districts participating in Alternative Route Block Grants demonstrate how they will leverage their Title I, II or III dollars in support of "grow your own" residency alternative routes and retooling of existing staff into shortage subject areas. Annually, millions of Title dollars are unexpended by districts. Research suggests that rural districts in particular have difficulty accessing federal funds, which may require time and personnel capacity rural districts lack.

Centralize and fund, statewide and/or by regions, more aggressive marketing and recruitment. Standardize and centralize application processes so applicants for teaching positions can apply once for multiple jobs and districts can draw from coordinated recruitment pools rather than competing recruitment efforts.

Per PESB position statement on QEC Compensation Work Group report and recommendations, establish competitive beginning teacher pay and align increases in compensation with requirements of our career-long licensure system and successful teaching experience as verified through our state teacher evaluation system.

Allow PESB to continue to innovate with Alternative Routes via WAC in order to be more responsive to district need. Increase funding for Alternative Routes to meet increased district demand for "on the job" preparation for individuals with subject matter expertise in shortage areas and experienced paraeducators becoming teachers.

Increase funding for Educator Retooling for teachers to add subject matter credentials / be qualified to teach in areas of district need.

Support statewide dissemination and implementation support for the revised Careers in Education program curriculum. Establish teaching academies in every school district. Increased funding to support the next generation of the Recruiting Washington Teacher Programs to use new statewide curriculum and provide funding to support an online portal and professional development for implementation. Expand the Recruiting Washington Teacher Program statewide and strengthen incentives for components of the current model:

- faculty in colleges of education supporting high school teacher academies
- districts to develop HS Teacher Academies
- high school teachers to attend training in teams
- the development of local advisory boards composed of education stakeholders

SB 6696, enacted by the 2010 Legislature, required all public institutions with approved teacher preparation programs submit proposals to offer Alternative Route programs. While all submitted proposals, only half implemented these proposals and offer alternative routes. The legislature could revisit this charge and support implementation of alternative route programs at all public institutions.

Improve retention by funding statewide beginning teacher induction and mentoring, including high-quality training for mentor teachers.

Provide districts forecasting tools and improve funding predictability / minimize risk

Per legislative charge, in 2011 the PESB and ESDs conducted regional educator workforce dialogues in which districts were asked to bring data forecasting their future hiring needs and preparation programs were asked to attend to talk about how their enrollment could be responsive to this. What we learned is that:

1. Forecasting approaches vary by district, but generally are not very sophisticated or reliable;
2. Enrollment variability impacts the “master” schedule for courses being offered and teacher qualifications needed; and,
3. Unwilling to over hire because of enrollment/apportionment uncertainty, districts wait until late in the summer to recruit and hire meaning teachers who might have sought teaching jobs may have moved on to other career opportunities.

This is not a situation that supports recruitment and planning for placements of teachers or preservice candidates into classrooms to meet district needs. Teach for America, often regarded for their alternative route program, generally requires districts to have their placements for alternative route teachers to be identified by early Spring. A tighter pipeline between production and hiring means an ability to plan earlier.

What the State Board for Community and Technical Colleges Can Do

Expedite approval of applied baccalaureate programs at the three community colleges seeking PESB approval as educator preparation programs.

Support statewide articulation so students participating in Careers in Education / High School Teacher Academy programs receive college credit.

What Washington Student Achievement Council / Council of Presidents Can Do

Per RCW 28B.76, and based on the Council's required needs assessments, work with institutions to ensure adequate access to teacher preparation within each designated service region. Help ensure institutions adequately prioritize and have funding to support colleges of education in enhancing recruitment efforts and increased field-based preparation. .

What Colleges of Education Can Do

Stay on track implementing higher standards and the new edTPA performance assessment for teacher preparation.

Enhance recruitment efforts - work with districts and within communities. 61% of teachers get jobs within 15 miles of their hometown.

Establish stronger articulation with community colleges and high school teaching academies. Give conditional admission and academic credit for courses like Introduction to Education for students completing the Careers in Education curriculum.

Partner with school districts in an Alternative Route Block Grant program.

Market Pathway 2 programs connected to Educator Retooling scholarship funds.

Strengthen collaboration within institutions so students in liberal arts, engineering and other fields are clear on options and pathways for becoming teachers.

Utilize the PESB's Self-Assessment Tool and Best Practices Guide for Improving Recruitment and Retention of Underrepresented Populations.

What NOT to do and why

As stated earlier, we urge legislators NOT to look to lowering of standards, sacrificing gains in teaching quality, as this would be unlikely to result in the desired outcome of increased supply and detrimental to student learning.

In partnership with the Legislature, the PESB and our preparation program have raised the bar significantly:

Set higher, more rigorous and relevant evidence-based standards, requiring demonstration of positive impact on student learning as a result of good instruction

Incorporated cultural competency, language acquisition, and STEM integration into standards for all educators.

Established knowledge and skill assessment for certification:

- Subject knowledge test for every certificate endorsement
- Placed WA as lead state in 26-state consortium implementing the edTPA - a new, classroom-based performance assessment of teaching effectiveness linked to student achievement gains
- Replaced higher education institution-based professional certificate programs with the ProTeach Portfolio, the first large-scale, consequential portfolio assessment to be delivered and scored online in the United States. UW research confirms – teachers who score higher on the ProTeach have greater student achievement gains.

Fundamentally changing teacher preparation program accountability

- Moving to a framework of evidence of program impact to determine review and approval, with an emphasis on production of effective teachers as measured by impact on students.
- Requiring programs to collect and manage structured data and report information routinely that supports program accountability
- Advancing a best practice model that includes improved analysis of key indicators as reported by programs.

For more information and data related to the educator preparation and workforce – go to <http://data.pesb.wa.gov> or contact the PESB at PESB@k12.wa.us or 360-725-6275.