

# The Professional Educator Standards Board: Key Updates

# The PESB Approach

- The Professional Educator Standards Board (PESB) is working to diversify the educator workforce, develop culturally responsive educators, and ensure equity and access to educator preparation.
- PESB continues to advance educator workforce development and pursue policy and innovation that are responsive to educator shortage, continuing education and increasing the diversity of the workforce.
- Our agency is currently operationalizing several initiatives to move the needle in these areas. These efforts include grants, work groups, pilot projects, and policy initiatives.

# What does the Professional Educator Standards Board do?

## Educator Quality

- Standards
- Program Approval, Standards, Review
- Conduct Policy
- Policy for all certificates

## Workforce Development

- Educator Shortage
- Educator Diversity
- GYO
- Assignment

## Policy Innovation

- Equity Initiatives
- Work Groups
- Policy Creation and Improvement

# Participate with Us! Upcoming Board Meetings



[A-Z Topic Index](#)



- Home
- Educator Pathways
- Workforce Development
- Preparation Programs
- Data & Reports
- Innovation to Policy
- Paraeducator Board
- About PESB

## Micro-credential Pilot Grant Now Accepting Applications!

**Apps Due June 1!**

Awards up to \$18,000 for school districts, ESDs, district consortiums, and clock hour providers/higher ed. institutions (partnered with a district) to participate in the pilot program.

### Important Information

- [Micro-credential grant webinar \(Tues. May 22\)](#)
- [Recent notices to offer new programs](#)
- [PESB Statement on DACA](#)

### Educator Pathways

Information for current and future educators exploring careers in education.



- [Becoming a Washington Teacher](#)
- [Resources for Current Educators](#)
- [Educator Pathways News](#)

### Workforce Development

Workforce development solutions to address shortage, assignment, and educator diversity needs.



- [Growing Future Educators](#)
- [Developing Current Educators](#)
- [Assignment](#)

### Preparation Programs

### Innovation to Policy

### Upcoming Meetings

- Paraeducator Board:**  
May 16, 2018
- PESB:**  
May 17-18, 2018
- Location:** The Hampton Inn, Richland



July 15-16,  
SeaTac  
Radisson

# Newsletters

- Sign up at <https://www.pesb.wa.gov/> to receive policy updates and event information from the PESB, including Paraeducator board and Pathways newsletters.

**Twitter:** @WaPESB

**Facebook:** Washington state Professional Educator Standards Board

Having trouble viewing this email? [View it as a Web page.](#)



## PESB Educator Pathways and Workforce Development December Newsletter

Happy Holidays!

We are pleased to share our monthly newsletter from the Educator Pathways and Workforce Development Team at the Professional Educator Standards Board. The Pathways and Workforce Development team focuses on educator workforce development, with specific attention to diversifying the workforce to better reflect the student population, addressing teacher shortage, and supporting navigation of pathways into the education profession.

Before you dive into our newsletter, I wanted to take a moment to share some exciting news - last week we celebrated the launch of our [new website!](#) We've focused on creating greater ease of navigation and making the website more organized, searchable, and user friendly. Please take some time to explore the website and familiarize yourself with it, and as always please share your feedback with us.

Wishing you the best for this holiday season and New Year!

Best,

Alexandra Manuel

*Interim Executive Director*

### CELEBRATING THE LAUNCH OF OUR NEW WEBSITE

We are so pleased to announce the release of our new website at <https://www.pesb.wa.gov/> This website has been designed to be more user-friendly, easy to navigate, and organized. With all various stakeholders in mind - preparation programs, school districts, current and future educators, board members, and our partner agencies - we've structured our home page to help direct you to find the information you need. We look forward to continuing to refine the site and are very excited to share our updated version with you.

### GROWING HIGH SCHOOL STUDENTS INTO WASHINGTON EDUCATORS

The Recruiting Washington Teachers (RWT) Program is designed to grow our own diverse future educators who more closely reflect the student population. Curious about the impacts of this program? The PESB produces annual reports on this program using data collected from our RWT learning laboratory sites

# The New Paraeducator Board

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

# Paraeducator Certificate Program

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

# Minimum Employment Requirements for Paraeducators

Minimum employment requirements: HB 1115 and SB 6388

- A person **working as a paraeducator for a school district before or during the 2017-18 school year** must meet the requirements below by the date of hire for the 2019-20 school year or any subsequent school year.
- A person who has **not previously worked as a paraeducator for the school district** must meet the requirements below by the date of hire for the 2018-19 school year or any subsequent school year.





# Minimum Employment Requirements for Paraeducators

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

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

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

# The Paraeducator Certificate Program

*Growing With* **PARAEDUCATOR CERTIFICATES**

PROFESSIONAL EDUCATOR STANDARDS BOARD  
PARAEDUCATOR BOARD

**ADVANCED CERTIFICATE**

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

**GENERAL CERTIFICATE**

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

**ELL SUBJECT MATTER CERTIFICATE**

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

**SPECIAL EDUCATION SUBJECT MATTER CERTIFICATE**

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

**FUNDAMENTAL COURSE OF STUDY (FCS)**

**Start Here**

- A 28 hour course provided by your district covering the new state standards of practice. Beginning September 2019, all paraeducators must start the certificate process by completing the FCS.

For more information about the Paraeducator Board visit:  
<http://bit.ly/paracert>

Paraeducator Board | Professional Educator Standards Board | [paraboard.k12.wa.us](http://paraboard.k12.wa.us) | (360) 725-6275

Training for all paraeducators beginning during the 2019-20 school year.

Complete information on our website:

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

# Fundamental Course of Study

Subject to funding, school districts must provide 28 hours of training on the state standards of practice to all paraeducators.

- Supporting instructional opportunities;
- Demonstrating professionalism and ethical practices;
- Supporting a positive and safe learning environment;
- Communicating effectively and participating in the team process;
- Demonstrating cultural competence



## FUNDAMENTAL COURSE OF STUDY (FCS)

- A 28 hour course provided by your district covering the *new* state standards of practice. Beginning September 2019, all paraeducators must start the certificate process by completing the FCS.

For more information about the  
Paraeducator Board visit:  
<http://bit.ly/paracert>

# Three certificates available:

**GENERAL CERTIFICATE**

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

**ELL SUBJECT MATTER CERTIFICATE**

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

**SPECIAL EDUCATION SUBJECT MATTER CERTIFICATE**

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

# Subject Matter Certificates

- Two Subject Matter Certificates: Special Education and ELL
- Not a prerequisite for a paraeducator working in any program.
- Attain by completing 20 hours of professional development in the subject area of the certificate.
- Certificate expires after five years.
- Hours accrued in attaining the SMC may be used towards hours for the General Paraeducator Certificate

language learner (ELL) and special education certificates may count towards general certificate hours.

### ELL SUBJECT MATTER CERTIFICATE

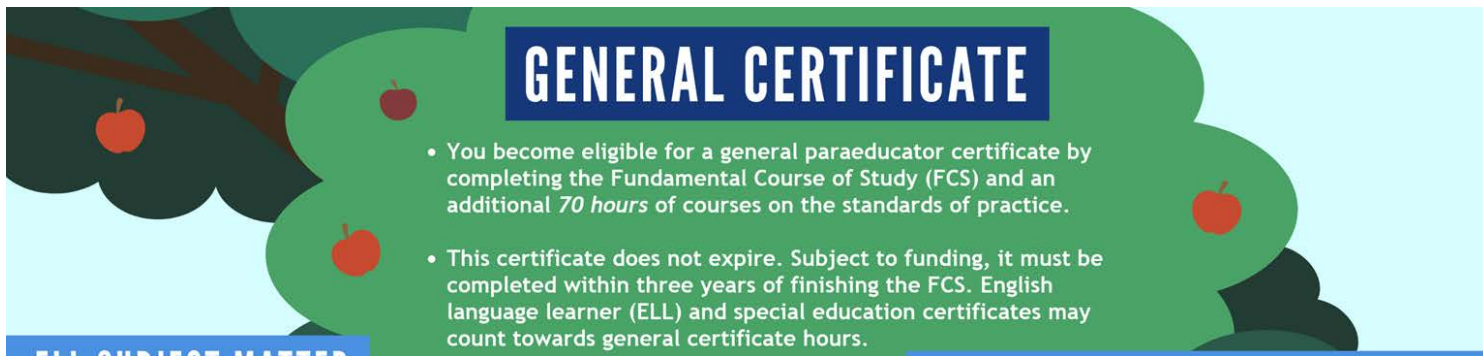
- Earn this certificate by completing *20 hours* of English language learner (ELL) professional development. Certificate expires after five years.
- Coursework includes language acquisition foundations, cultural competence, instructional strategies, and more.

### SPECIAL EDUCATION SUBJECT MATTER CERTIFICATE

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

# General Paraeducator Certificate

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



**GENERAL CERTIFICATE**

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

ELL SUBJECT MATTER

# Advanced Paraeducator Certificate

- An Advanced Paraeducator Certificate is not a prerequisite for a paraeducator working in any program;
- Attain by completing 75 hours of professional development in topics related to the duties of an advanced paraeducator:
  - Assisting in highly impacted classrooms,
  - Assisting in specialized instructional support and instructional technology applications,
  - Mentoring and coaching other paraeducators, and
  - Acting as a short-term emergency substitute teacher.
- Advanced paraeducator certificates expire after five years.



The infographic features a blue box with the text 'ADVANCED CERTIFICATE' on a green background with a tree silhouette. It includes two bullet points about the certificate's requirements and duties. The logo for the Professional Educator Standards Board Paraeducator Board is in the top right corner.

**ADVANCED CERTIFICATE**

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

PROFESSIONAL EDUCATOR  
STANDARDS BOARD  
PARAEDUCATOR BOARD

# Current Work Groups

## **Career & Technical Education**

The purpose of the [Career & Technical Education Work Group](#) is to assess the current system of Career & Technical Education preparation and licensing and develop recommendations to clarify requirements, improve access, and maintain high standards for preparation and licensure.

## **Educator Career Continuum**

The purpose of the [Educator Career Continuum Work Group](#) will be to provide recommendations to the Board on the future of the career-long continuum for educators, with a particular focus on how to ensure educators have access to high-quality, relevant continuing education for maintaining their certification. Issues to be considered include incentives, support, and the continued development of educators in our state.

## **Testing Barriers**

The purpose of the [Testing Barriers Work Group](#) is to thoroughly investigate the barriers that testing creates for candidates, particularly bilingual and candidates of color, and develop recommendations for consideration by the PESB and the legislature.



# Work Groups Continued

## National Board Issues

The large number of National Board renewal candidates in the last few years, and the amount of time that has passed since the creation of an equivalency chart between National Board Certification and Washington state endorsements has brought two National Board issues to attention at this time:

- Clock Hours for National Board Renewal
- National Board Endorsement Equivalencies

## Limited Certificates:

Limited certificates provide an entry point to the profession and provide flexibility in meeting educator workforce needs. The [Limited Certificate Work Group](#) will review policy in WAC related to the limited certificates, with a goal of maintaining flexibility while adding cohesiveness to the system. The Limited Certificate Work Group will also be exploring a potential new certificate for pre-service educators. Recommendations from the work group will be provided to the PESB.

# Upcoming Work Groups

## **ESA Certification:**

ESAs and ESA stakeholders will meet to review policy issues including renewal of initial certificates, moving from an initial to a continuing certificate, types of ESA certificates, and other topics identified by stakeholders.

## **Clock Hour Policy Review:**

Education stakeholders will meet to review policy issues relating to clock hours. Policy issues have been surfaced at stakeholder meetings this spring, and policy issues to be addressed will also be identified through an upcoming survey.

# Grants

The screenshot shows a web browser window with the URL <https://www.pesb.wa.gov/innovation-policy/grants-pilots/>. The page title is "Grants & Pilots". The breadcrumb trail indicates the user is in "Home / Innovation to Policy / Grants & Pilots".

## Grants & Pilots

Through innovative grants and pilot programs PESB is responding to employer workforce demands and expanding the diversity of our state's educators.

### Alternative Route to Teaching Block Grant

The [Alternative Route to Teaching Block Grant](#) (ARBG) provides funding for preparation programs, districts, and candidate scholarships to support alternative route programs engaging "grow your own" teacher strategies to address district need. See below for information on the current round of the Alternative Route Block Grant (ARBG), such as the grant timeline, informational videos, and application materials. Additionally, links to archived materials from past rounds of the grant can be found here.

### Bilingual Educators Initiative

The Recruiting Washington Teachers - [Bilingual Educators Initiative](#) (RWT - BEI) Pilot Project is aimed at recruiting, preparing, and mentoring bilingual high school students, in order to prepare them to become future bilingual teachers and counselors in the state of Washington. This page contains information on the grant.

### Collaborative Schools for Innovation and Success

This page contains documents such as progress reports and award announcements from the [Collaborative Schools for Innovation and Success](#) (CSIS) pilot program. These pilot projects enable colleges of education to collaborate with school districts to establish collaborative schools for innovation and success, serving particularly at-risk and low-achieving students.

### "Grow Your Own" Pilot Program

This page contains information, as well as links to resources and reports, on the ["Grow Your Own" Pilot Program](#), a privately funded grant initiative ending June 31, 2019. The purpose of this pilot program is to build an educator workforce that is representative of the district student population they serve and develop individuals to teach in the district's identified high need subject areas.

### Pilot to Policy Grant

The [Pilot to Policy Grant: Advancing Systemic Equity](#) is a new, two year grant of up to \$10,000/year. The purpose of the grant is to increase equity in educator preparation programs across the state and informing broader PESB policy connected to cultural responsiveness and equity. This page contains information on the grant, including meeting dates, a timeline, and an FAQ.

### Teaching Equity Grant

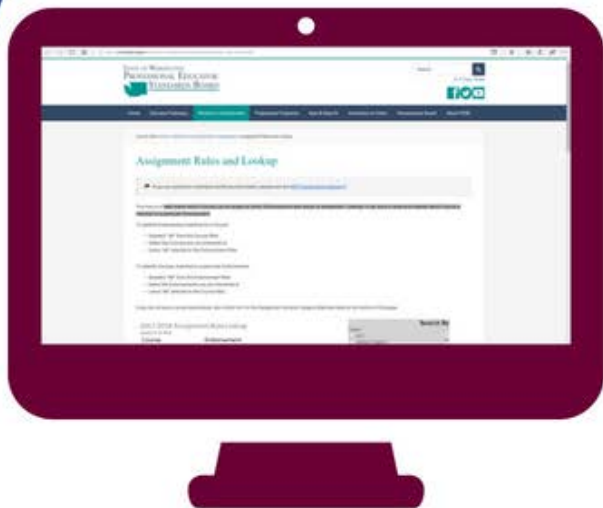
The Teaching Equity Network is a network of cross-sector collaborators promoting equity in the preparation of future educators, in pathways into teaching, and ongoing training around equity and culturally responsive practices for educators. This page contains information on the [Teaching Equity Network Fund grant](#).

The right sidebar contains a navigation menu:

- Innovation to Policy
- Grants & Pilots**
- Alternative Route to Teaching Block Grants
- Bilingual Educator's Initiative
- Collaborative Schools for Innovation and Success
- "Grow Your Own" Pilot Program
- Pilot to Policy Grant
- Teaching Equity Grant
- Work Groups
- Equity Initiatives
- 2018 Legislative Priorities
- Innovation Archive

# Upcoming Grants

- **Bilingual Educator Initiative:** The RWT – BEI Pilot Project is aimed at recruiting, preparing, and mentoring bilingual high school students, in order to prepare them to become future bilingual teachers and counselors in the state of Washington.
- **Paraeducator Pilot Initiative-** Grants to try out the new policies developed by the Paraeducator Board to support the new certificates and required professional development for paraeducators.
- **Microcredentials-** piloting inservice microcredential including elementary computer science, social emotional learning, and a Recruiting Washington Teachers microcredential



**See which courses  
can be taught by  
which endorsement  
with our recently  
updated lookup tool**

[www.pesb.wa.gov](http://www.pesb.wa.gov)



This tool helps match which courses can be taught by which endorsements and remain in assignment. It can also identify which course is matched to a particular endorsement. See the tool: <http://ow.ly/Vt8O30k6M6H>

# Microcredentials

## What are Washington educators saying about the PESB micro-credential pilot?

I feel empowered by this opportunity! It's encouraging to be able to explore, collaborate and build my expertise and practices with other professionals. It's pretty amazing that we are able to self-design a focused 'action-research' and be able to get feedback from professionals that are not just in our district. This experience is already building me as an educator!

**SOCIAL & EMOTIONAL LEARNING  
MICRO-CREDENTIAL PARTICIPANT**



The way this micro-credential is laid out is all about learning skills to apply immediately in my classroom.

**ELEMENTARY COMPUTER SCIENCE  
MICRO-CREDENTIAL PARTICIPANT**

# Addressing Shortage and Workforce Diversity

**New Preparation Provider Engagement**  
(CTE, Districts, Community Colleges, Non-Profits)

**Recruiting Washington Teachers:**  
The Recruiting Washington Teachers Pilot Program is aimed at supporting diverse high school students to engage in exploring careers in teaching.

**Teaching Equity Grant:** regional events that incentivize pre-service and inservice partnerships for grow your own educator workforce around the state.

**Bilingual Educator Initiative:** The RWT – BEI Pilot Project is aimed at recruiting, preparing, and mentoring bilingual high school students, in order to prepare them to become future bilingual teachers and counselors in the state of Washington.

**Pilot to Policy Grant:**  
The Pilot to Policy Grant: Advancing Systemic Equity is a new, two year small grant. The purpose of the grant is to increase equity in educator preparation programs across the state, and informing broader PESB policy connected to cultural responsiveness and equity.

**Grow Your Own Infrastructure Pilot Project:** A privately funded effort that supports 7 districts in the “Roadmap Region” to build an educator workforce that is representative of the district student population and develop individuals to teach in high need subject areas.

**Human Resources Trainings:**  
These trainings will include basic Cultural Competency standards of practice, support around practices to diversify the workforce, and guidance for culturally responsive professional development.

# Alternative Route Design

**What:**

- Learning how to teach while teaching
- Job embedded teacher preparation

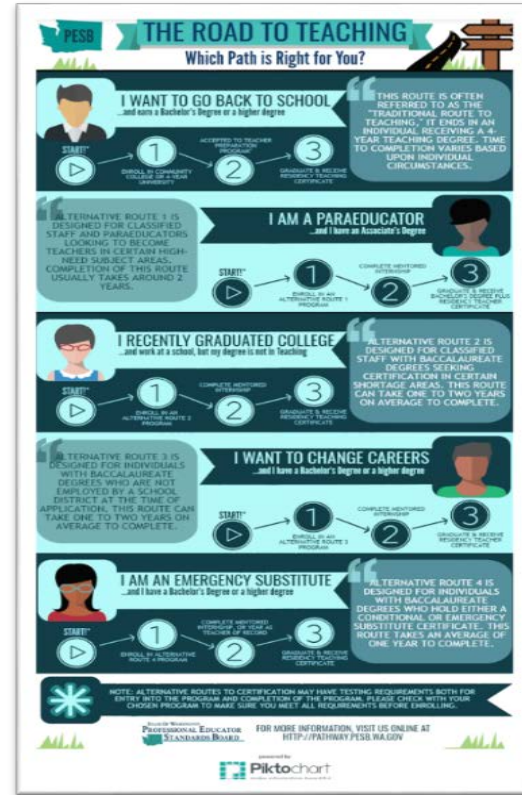
**For:**

- Increase diversity of the educator workforce
- Address teacher shortage

**How:**

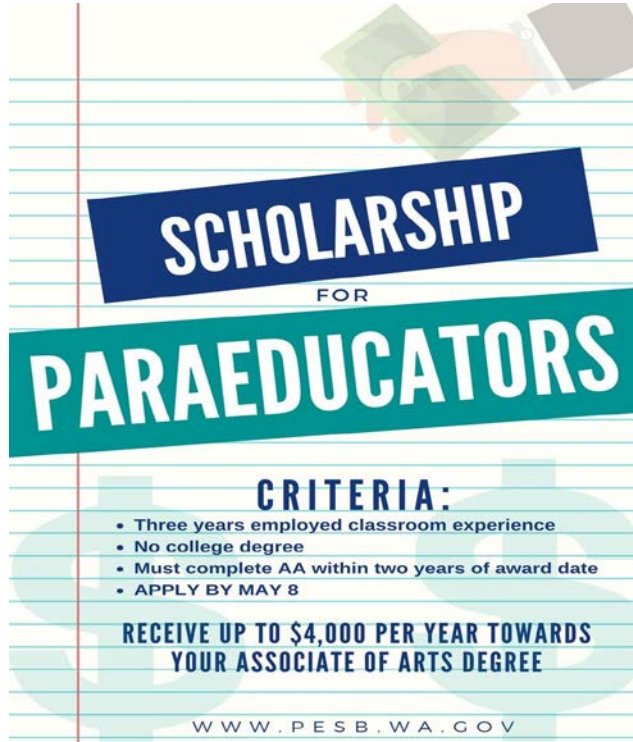
- Targeted Recruitment
- Partnership to support candidate completion and retention

Washington has the following routes to certification:





# Pipeline for Paraeducators Conditional Scholarship

A poster for a scholarship for paraeducators. The background is lined paper with a faint image of a hand holding a stack of money. The text is arranged in several sections: a dark blue banner with 'SCHOLARSHIP' in white, followed by 'FOR' in small letters, and a green banner with 'PARAEDUCATORS' in white. Below this, the word 'CRITERIA:' is in bold, followed by a bulleted list of requirements. At the bottom, it says 'RECEIVE UP TO \$4,000 PER YEAR TOWARDS YOUR ASSOCIATE OF ARTS DEGREE' and the website 'WWW.PESB.WA.GOV' is at the very bottom.

**SCHOLARSHIP**  
FOR  
**PARAEDUCATORS**

**CRITERIA:**

- Three years employed classroom experience
- No college degree
- Must complete AA within two years of award date
- APPLY BY MAY 8

**RECEIVE UP TO \$4,000 PER YEAR TOWARDS  
YOUR ASSOCIATE OF ARTS DEGREE**

WWW.PESB.WA.GOV

- Conditional loan scholarships for up to \$4000 to complete AA degree
- Must have min. three years experience as a paraeducator
- Must complete degree at at CTC within two years
- Candidates then become eligible to enter an Alternative Route 1 program
- Must complete teaching obligation to avoid repayment of conditional loan scholarship
- Application launches September 26, 2017
- Applications reviewed twice per year, October 31, 2017 and March 5, 2018

# Legislative Agenda Exploration

PESB and the Paraeducator Board are working with staff and the board to explore legislative agenda items for 2018-19. Work group recommendations presented in May will help to inform legislative agenda

**Remove unintended barriers to becoming an educator through targeted supports and expanded entry points into preparation and credentialing.**

- May include:
  - Exploring and potentially changing testing requirements to becoming a certificated teacher (Testing barriers work group recommendations)
  - Exploring clarity and consistency in the use and application of certification and other processing fees

**Ensure ongoing professional development and training options to meet new and existing requirements for being a practicing educator**

- May include:
  - Ongoing funding and support for newly established training and testing requirements for paraeducators

**Increased support for workforce development programs and addressing shortage and increasing diversity in the educator workforce**

- May include:
  - Increased funding for the expansion of Alternative routes and other multiple pathways to becoming an educator in Washington
  - Expansion of GYO, RWT, and BEI programs



# Recruiting Washington Teachers Curriculum

[Recruiting Washington Teachers \(RWT\)](#)

# Curriculum Units



Healthy Learning  
Communitites



Culture and Identity



Equity and Opportunity



Equity Pedagogy

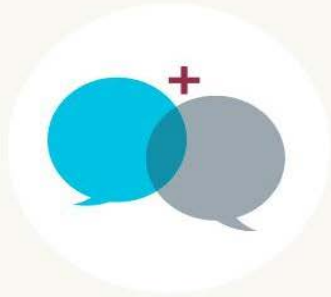


College Access



Practicum

# Core Elements



## Partnerships with Higher Education

- Articulation for college credit
- Summer visits to college campuses
- Interaction with partners college students



## Alignment with Standards

- Educator Rising standard alignment
- CTE, Common Core State, and 21st Century Standards
- Standards mapped against curriculum units

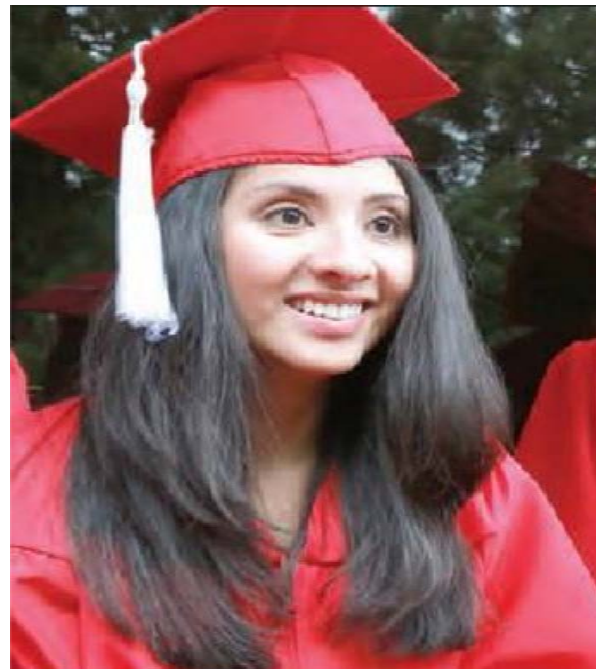


## Pathways into Careers as Educators

- Making use of Alternative Routes
- Para Educator certification through course
- District HR support for students who want to return to home district

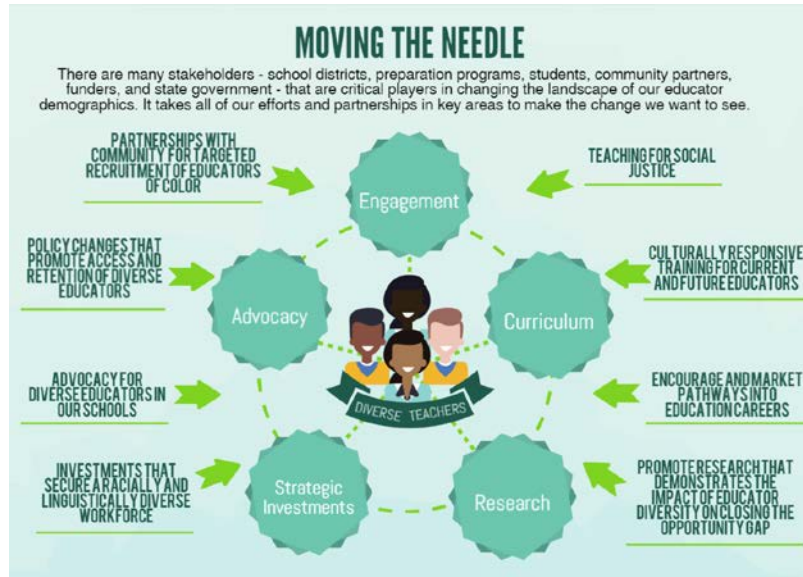
# Bilingual Educator Initiative

*“I want to become a teacher because I believe there are not enough teachers who look like me.”*



Faride Cuevas, Graduate  
Burlington Edison RWT (2010)  
Skagit Valley College (2013), and  
Future UW-Bothell graduate

# Diversify the Educator Workforce (DEW)



PESB, in partnership with the Bill & Melinda Gates Foundation, convene DEW events that focus on statewide strategy for diversifying the educator workforce through discussions on research, best practices and advocacy.

Goals are to further articulate a system for success around diversifying the workforce in Washington and create opportunities to align efforts across partners.

# Teaching Equity Network Fund

The Professional Educator Standards Board,  
Washington Education Association and the Center for Excellence  
in Careers in Education:

## ARE PARTNERING TO EXPAND STATEWIDE OPPORTUNITIES FOR REGIONAL EQUITY SUMMITS TO CONTRIBUTE TO STATEWIDE TEACHING EQUITY NETWORK

- Applications are for regional equity initiatives  
Interested in establishing a Teaching Equity  
Event or Conference.
- Grants will be for up to \$5,000 to support  
equity
- gatherings and other initiatives.

BIG ANNUAL CONFERENCE  
THIS APRIL 28TH!!!

Teaching Equity Fund

An emphasis on cultural competence  
development and training

Opportunities for youth and  
professional educators to collaborate

Youth focus/component of the event.

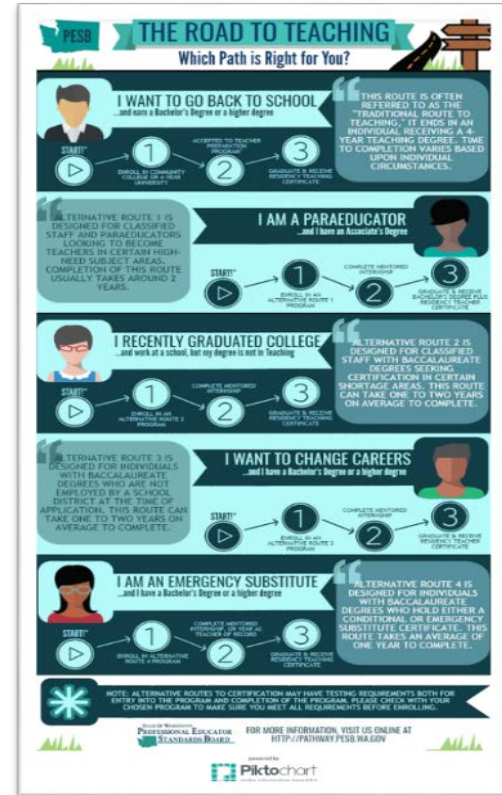
Quality professional growth  
opportunities

Inclusion of research and/or data on  
key equity

A positive focus on educator roles and  
pathways



# Washington has the following routes to certification:



# Alternative Routes

## Alternative Route Block Grant

Includes funding for:

- program recruitment and support services of candidates
- scholarship of candidates
- district professional development, support, and navigation
- candidate mentor support

## Who Can Offer?

Community Colleges

Districts

Colleges and Universities

Non-profits and other community agencies

## Why offer?

To meet demand for highly qualified teachers in shortage areas

To develop district staff to become teachers

Grow your own model has more success developing and retaining teachers for district

Move teachers off conditional certification in line with assignment policy

## Districts can & should drive production

Alternate routes allow for demand to align with supply

Alternate Routes allow for districts to partner with colleges, universities and other agencies including themselves to assist in meeting production

# Why PGPs?

Clock hours at no cost for work educators are already doing:

- Focused evaluations
- PLC work
- Out-of-state learning experiences

Only one PGP may be completed each year between July 1 and June 30.

Completion includes review by another WA certified educator.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
Professional Certification  
Old Capitol Building  
PO BOX 47209  
Olympia WA 98504-7209  
(360) 725-6408, TTY (360) 694-3631

## PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR CERTIFICATE RENEWAL

First Name:  Last Name:

Certificate Number or Birthdate:

### Certificates Held:

(residency certificates do not need to be listed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Professional Teacher               | <input type="checkbox"/> Continuing Teacher               | <input type="checkbox"/> Initial Program Administrator      |
| <input type="checkbox"/> Professional Principal             | <input type="checkbox"/> Continuing Principal             | <input type="checkbox"/> Initial School Counselor           |
| <input type="checkbox"/> Professional Program Administrator | <input type="checkbox"/> Continuing Program Administrator | <input type="checkbox"/> Initial School Psychologist        |
| <input type="checkbox"/> Professional School Counselor      | <input type="checkbox"/> Continuing School Counselor      | <input type="checkbox"/> Initial Superintendent             |
| <input type="checkbox"/> Professional School Psychologist   | <input type="checkbox"/> Continuing School Psychologist   | <input type="checkbox"/> School Occupational Therapist      |
|   | <input type="checkbox"/> Continuing Superintendent        | <input type="checkbox"/> School Physical Therapist          |
|   | <input type="checkbox"/> Continuing CTE Teacher           | <input type="checkbox"/> School Nurse                       |
|   |   | <input type="checkbox"/> School Speech-Language Pathologist |
|   |   | <input type="checkbox"/> School Social Worker               |

District/Agency:

Academic Year (use 1 form each year):

### Step 1 - Needs Assessment and Goal Selection

Describe your selected professional growth areas of focus, as well as information from your self-assessments that supports your selections. If holding multiple certificates, please indicate the Role for the Goal aligned with the Standard and Criteria/Strand. Note that all elementary education, middle level math/science, and secondary math/sciences/technology and career and technical education teachers are required to include at least one goal with a specific focus on the integration of STEM instruction out of the our annual required PGPs. (RCW 28A.410.2212, WAC 181-79A-251)

Professional Growth Goals	Rationale	Standards-based Benchmarks
Based on your self-assessment, identify areas of focus that will lead to your professional growth	What will you and/or your students be able to do as a result of your professional growth that you and/or they are not able to do now?	For initial, continuing, and professional level certificates, focus on the "career" level benchmarks listed at <a href="http://program.pesb.wa.gov/professional-growth-plan-pgp-1/career-level-standards-for-pgps">http://program.pesb.wa.gov/professional-growth-plan-pgp-1/career-level-standards-for-pgps</a>
<input type="text"/>	<input type="text"/>	<input type="text"/>

### Step 2 - Professional Growth Action Plan

Activities	Proposed Evidence
What specific growth activities will you engage in to obtain the identified new learning? The activities should focus on both the content knowledge you acquire as well as the skills you develop.	Briefly describe the evidence that you will collect. Evidence may include areas beyond test scores such as attendance rates, discipline referrals, programs implemented, and other student or adult data.
<input type="text"/>	<input type="text"/>

# PGPs: What do you need to do?

1. Complete the PGP template:  
<https://goo.gl/sRe xiu>
2. **Attach evidence** from your focused evaluation, PLC, or project.
3. Have a **certificated educator** in Washington state review and sign.
4. Record in (A) **OSPI e-certification**  
<https://goo.gl/iJusUK> for certificate renewal  
AND turn in (B) **verification form**  
<https://goo.gl/MwupDj> to HR office for possible salary advancement.

Educator Professional Development Hours - Step 1 of 1

You are adding Educator Professional Development Hours.

Educator Certificate ID:

Credit Type: Professional Growth Plan Hours ▾ \*

School District:  \*

PGP Hours: 1 Professional Growth Plan = 30 Clock Hours

Begin Date:  \* MM/DD/YYYY

End Date:  \* MM/DD/YYYY

Completed:

Type of Study: Professional Growth Plan ▾ \*

Suicide Prevention Coursework:

STEM related content:

TPEP related content:

Comments:

---

Once you have entered the required data click on the Submit button.

Continue - Please continue to save

Cancel - Please cancel the wizard



## Test Only:

- Biology
- Chemistry
- Choral Music
- Computer Science
- Dance
- Earth & Space Science
- English Language Arts
- General Music
- Health/Fitness
- History
- Instrumental Music
- Library Media
- Mathematics
- Middle Level Humanities
- Middle Level Mathematics
- Middle Level Science
- Physics
- Science
- Social Studies
- Theatre Arts
- Traffic Safety
- Visual Arts
- Designated World Languages

# Adding an Endorsement:

<https://goo.gl/QH2I4>

## Program + Test:

- Elementary Education
- Special Education
- Early Childhood Education
- Early Childhood Special Education
- Reading
- English Language Learner
- Bilingual
- Agriculture
- Business & Marketing
- Family Consumer Sciences
- Technology Education

**National Board Equivalency:** <https://goo.gl/9nhhAP>

**Migration** from previously issued endorsements: <https://goo.gl/iMHhmV>