



**Washington State
Board of Education
&
Professional Educator Standards Board**

Working Together for Student Achievement

**6th Biennial Joint Report
October 2016**

Submitted to:

Governor Jay Inslee

Legislative Education Committees

Superintendent of Public Instruction Randy Dorn

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October 15, 2016

The Honorable Jay Inslee
Office of the Governor
P.O. Box 40002
Olympia, WA 98504-0002

Dear Governor Inslee:

The Washington State Board of Education (SBE) and the Professional Educator Standards Board (PESB) work in collaboration to achieve their complimentary visions for our state, of a high quality education system that prepares all students for college, career, and life, and highly effective professional educators who meet the diverse needs of schools and districts and prepare all students to graduate able to succeed as learners and citizens.

The SBE and PESB respectfully submit this, their biennial joint report to the Governor, Legislative Education Committees, and Superintendent of Public Instruction. This report outlines the work of the Boards, highlights accomplishments, and provides goals and strategies that will guide our future work.

In addition to their work together, the Boards partner with many agencies and organizations in their efforts to strengthen education in Washington. Please contact staff of the Boards with any questions about our work, or to request a printed copy of this report.

Sincerely,



Jennifer Wallace
Executive Director
Professional Educator Standards Board



Ben Rarick
Executive Director
Washington State Board of Education

INTRODUCTION

It is our pleasure to jointly present this report on the progress the State Board of Education (SBE) and the Professional Educator Standards Board (PESB) are making in strengthening basic education and improving student achievement in Washington.

This report responds to RCW 28A.305.035, which requires that:

“By October 15th of each even numbered year, the State Board of Education and the Professional Educator Standards Board shall submit a joint report to the legislative education committees, the Governor, and the Superintendent of Public Instruction. The report shall address the progress the boards have made and the obstacles they have encountered, individually and collectively, in the work of achieving the goals in RCW 28A.150.210.”

With the provision of new duties to the PESB and SBE in 2006 came the expectation from the Legislature that the two Boards would work closely together to create a collaborative and effective governance system that would accelerate progress toward achieving our state’s educational goals. These basic education goals, established in statute, are to “provide every student the opportunity to develop the knowledge and skills necessary to:

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.”

The basic education statutes further require school districts to “provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship.”

In pursuit of those goals, the Washington state Legislature passed two landmark pieces of legislation redefining the program of basic education: Engrossed Substitute House Bill 2261 (Chapter 548, Laws of 2009), which made several substantive changes to the program of basic education, and Engrossed Second Substitute Senate Bill 6696 (Chapter 235, Laws of 2010), which made several changes to the data, accountability, and teacher evaluation systems in the state. These basic education goals and

supporting legislation are what drive the collaborative work of the Professional Educator Standards Board and the State Board of Education.

The following chart shows how the SBE and PESB Strategic Plan Goals interrelate.

State Board of Education Goals	Professional Educator Standards Board Goals
Effective and accountable P-13 governance	All qualified individuals are able to pursue educator preparation that leads to employment
Comprehensive statewide K-12 recognition and accountability	After completion of an approved educator preparation program, educators possess the knowledge, skills, and cultural competencies to ensure that P-12 students reach the goal of being college or career ready
Closing the achievement gap	All educators access quality professional growth opportunities throughout their career
Strategic oversight of the K-12 system	All P-12 students have course and support service provided by properly credentialed educators
Career and college readiness for all students	Educator workforce diversity reflects P-12 student population
	PESB accesses and uses data to improve educator preparation and student learning

Emerging out of these strategic goals is a mutual focus on strengthening basic education through the following specific initiatives:

State Board of Education:

- In collaboration with the Workforce Training and Education Coordinating Board, working on a shared definition of ‘career-readiness’ to support college and career-ready diploma initiatives, including exploring the career-ready standards developed by other states.

- Developing and refining a statewide accountability framework for schools as initially established in E2SSB 6696 (2010), and further developed in ESSB 5329 (2013). This includes modifying the Washington School Achievement Index and the state's long-term school improvement goals to conform to the requirements of the Every Student Succeeds Act (ESSA), in collaboration with OSPI and stakeholder groups.
- Designating schools in the Required Action District (RAD) process as established in E2SB 6696 and RAD II established in ESSB 5329, monitoring performance, and transitioning schools out of RAD status that meet exit criteria.
- Developing and monitoring Statewide Indicators of Educational System Health to inform reform recommendations in accordance with ESSB 5491 (2013).
- Implementing the provisions of ESHB 2261 and E2SSB 6552 regarding the 24-credit framework for high school graduation, including developing regulatory guidance and flexible crediting options, reviewing statewide CTE course equivalencies, and collaborating with OSPI on statewide implementation workshops; supporting the state assessment system by identifying the scores students must achieve to meet standard and meet high school graduation requirements on statewide tests.

Professional Educator Standards Board:

- Implementing new high-stakes measures of teacher effectiveness:
 - The edTPA, a classroom-based performance assessment required prior to first teaching certificate; and
 - The ProTeach Portfolio, a portfolio assessment of teacher and student-based evidence for the second-tier, professional certificate.
- Establishing more rigorous and relevant standards, calibrated along the entire certification and career continuum and ensuring culturally-competent professional practice and integration of Science, Technology, Engineering and Mathematics (STEM).
- Linking measures of educator effectiveness to evaluation of preparation program quality.
- Open educator preparation programs beyond higher education institutions without compromising standards of quality.
- Expand alternative routes to teacher certification and require all public higher education institutions to offer an alternative route.
- Facilitate improved district workforce development practices in order to maintain an adequate, appropriately credentialed educator workforce.

Our 2016 biennial report again discusses progress on these key aspects of education reform and concludes with our joint observations and recommendations for sustaining momentum.

STATE BOARD OF EDUCATION INITIATIVES

Implementing Career and College Readiness for All Students

In Washington and across the country, the term ‘career and college readiness’ (CCR) has become the short phrase to encapsulate a set of complex values. For many, the term signals the broad array of knowledge and skills necessary to succeed in life. In Washington, the strategic plans of most of the major education governance organizations rely on this term, making it a fundamental underpinning of most high-level education policy conversations in our state. The SBE has sought to develop a more refined and concrete understanding of the role that career-readiness plays in a career and college-ready diploma framework.

Accordingly, the State Board of Education has commenced a series of joint meetings with the Workforce Training and Education Coordinating Board and other partners to better define career readiness, and to advocate for funding and support for career readiness instruction and activities for all students, through the high school and beyond plan and associated activities.

Background

While Washington has certain elements of a career-and-college-readiness standard in place, the SBE has devoted consideration to modeling other states in establishing *state* standards that more fully reflect expectations for career readiness for all students, beyond funding and implementation of categorical Career/Technical Education (CTE) programs. Similar to the way that clear academic expectations have been established through the development of Essential Academic Learning Requirements (EALRs), the SBE is considering recommending building out a set of career-ready standards for students at all levels of the system, and considering what role the high school and beyond plan may play in that process. This may help deliver on the bold and multi-faceted promise of state law (RCW 28A.150.210), which envisions a basic education that not only confers basic core subject knowledge to students, but also challenges them to think analytically, logically, and creatively, and to understand the importance of work and finance, and understand how performance, effort, and decision-making impact future opportunities.

The following basic tenets of a college and career readiness definition have guided SBE’s policy discussions thus far.

- 1. A Career- and College-Ready Diploma is based on a standard; its purpose is to signify readiness for living wage career pathways.**

A career- and college ready-diploma is based on a standard rooted in the knowledge and skills necessary for students to succeed in post-secondary education, and access to living wage careers. This distinguishes it from a minimum proficiency diploma, or diploma based solely on participation, effort, and/or attendance. The distinction is critical in Washington State, where statute establishes the purpose of a diploma to prepare students for success in post-secondary education, gainful employment, and citizenship.

The challenge presented by implementing a standards-based diploma is the natural tension with struggling students and increasing graduation rates. Graduation rates can often be immediately increased when the standards for a diploma are reduced. The fallacy of this approach is reflected in the loss of meaning in the diploma conferred. Without the standards, the diploma gradually loses currency in the marketplace, and fails to confer meaningful long-term benefits to the recipient.

2. The Career- and College-Ready Diploma is not a Career- or College-Ready Diploma.

The inclusion of “career” and “college” in this phrasing should not imply that either career-ready skills or college-ready content are optional tracks for students. What is critical about the diploma is the uniform standard it establishes for all students. Flexibility and the incorporation of “multiple pathways” for students comes into play in offering personalized curriculum and course offerings as varied paths to the same standard, rather than different pathways to different standards.

It is perhaps most helpful to think about the “career” and “college” ready aspects of the diploma as two stops along the way to the ultimate destination - living wage employment pathways – with one coming before the other. Indeed one can read “college ready” liberally to apply to all post-secondary educational pathways that prepare for living wage jobs, and one can understand “career ready” as the knowledge, skills, and attributes that help one access and succeed in living wage employment and civic engagement. Career-ready skills are what help you apply the ‘college-ready’ knowledge and skills effectively in employment settings.

3. Career-ready standards should apply to all students, and all courses.

There might be a tendency to see career readiness as an optional track to college readiness, and as such, to apply it to only to subset of students. On the contrary, career-ready standards should apply to all students, just as academic standards do.

For states that have dedicated funding programs or courses like Career and Technical Education (CTE), there may additionally be a tendency to think about the development of career-ready skills as something that general education classes do not need to concern themselves with. But correctly applied, career-ready standards apply to all students, in all classes. Students pursuing a purely academic

or Advanced Placement track have every bit the need to develop career-ready skills as students applying to enter a welding apprenticeship program.

4. Career readiness for students is not “learning to work with your hands.”

There is nothing inherent about technical or applied content that makes it more akin to comprehensive career-ready standards. At its core, career readiness prepares all students to succeed in a career, regardless of the content knowledge applied. Accordingly, career readiness standards should not be viewed as the exclusive responsibility of the CTE community.

The career-ready standards from the 21st Century Learning Initiative help illustrate this. In addition to foundational content knowledge, the frameworks includes three additional components:

- Learning and innovation skills (creativity, critical thinking & problem solving, and collaboration and communication)
- Information, Media & Technology Skills (media and information literacy)
- Life & Career Skills (flexibility, initiative, social & cross-cultural skills, productivity, accountability, and leadership)

5. Assessment scores are necessary and important, but not nearly sufficient, in a well-rounded definition of CCR.

In a well-intended effort to emphasize the importance of standardized assessments (particularly in an era marked by strong parent refusal movements), there may be an tendency to conflate a Level 3 passing score on a Common Core-based assessment with a student’s career and college readiness. However, the skills and dispositions illustrated in the above model are not fully assessed by Washington’s Smarter Balanced assessment. And, these assessments focus exclusively on Mathematics and English Language Arts content, with emerging efforts to include science in Washington. Particularly in view of the ‘citizenship’ components of CCR, one should not discount the importance of other subject areas (government and social studies). This is particularly true in Washington, where statute has provided a clear roadmap of the necessary subject matter knowledge associated with a high quality diploma.

6. Career-ready standards are not limited to high school.

Career-ready standards are most frequently invoked with high school students, in preparing them for post-secondary pursuits. However, the skills and dispositions implicit in career readiness have their roots in the social skills that we reinforce with our youngest students, as early as kindergarten. Career readiness is, at minimum, a 12-year journey. Career readiness has a kinship with social-emotional learning standards. Indeed, states such as Illinois and Iowa articulate socio-emotional standards that

have both elementary and secondary benchmarks. As an example, Illinois' state goal of developing self-awareness and self-management skills to achieve school and life success has both an early elementary standard (demonstrate control of impulsive behavior), and a secondary standard (analyze how thoughts and emotions affect decision-making and responsible behavior).

7. Career and college readiness includes important elements of civic responsibility & engagement.

States are increasingly emphasizing civic responsibility in their definition of career and college readiness. Washington state law emphasizes the goal of helping all students “become responsible and respectful global citizens,” and establishes as one purpose of the high school diploma to “declare students... ready for success in postsecondary education, gainful employment, and **citizenship.**” Reflecting these values, the credits required for a high school diploma require 3 credits of social studies, including a .5 credit in civics, aligned to the states Essential Academic Learning Requirements in social studies. Accordingly, Washington’s definition of career and college readiness must be inclusive of a knowledge of civics, but also instruction on the tools available to effectively engage in civic life.

Future action:

As an opportunity to collaborate on this important topic, the SBE will be meeting jointly with the WTECB during its January meeting. At this meeting, the Boards are scheduled to collaborate on what recommendations to make on the following topics:

- Strengthening funding and supports for the high school and beyond plan.
- Reinforcing the importance of career-ready standards for all students, beginning in elementary and middle school.
- Reviewing the examples of other states in implementing career-ready standards.
- Strengthening funding for career-readiness instruction.

Implementing a Statewide Accountability Framework

As a result of the recent passage of the Every Student Succeeds Act (ESSA) by the US Congress, the State Board has been working collaboratively with OSPI to establish a fully aligned statewide accountability system. The state legislature, in RCW 28A.657.110, required that the State Board work on an accountability framework that “creates a unified system of support for challenged schools” and would be fully implemented no later than the 2014-15 school year. The same section of law also required federal and state system alignment, indicating that “to the extent state funds are appropriated for this purpose, the system must apply equally to Title I, Title I-eligible, and non-Title I schools in the state.”

The Board has worked on implementation of this system over the past two years, and is now considering how its individual parts align to the new requirements in the new federal ESSA legislation. This has involved extensive stakeholder involvement, most recently with the Accountability System Workgroup (ASW) and the Consolidated Planning Team (CPT).

Background

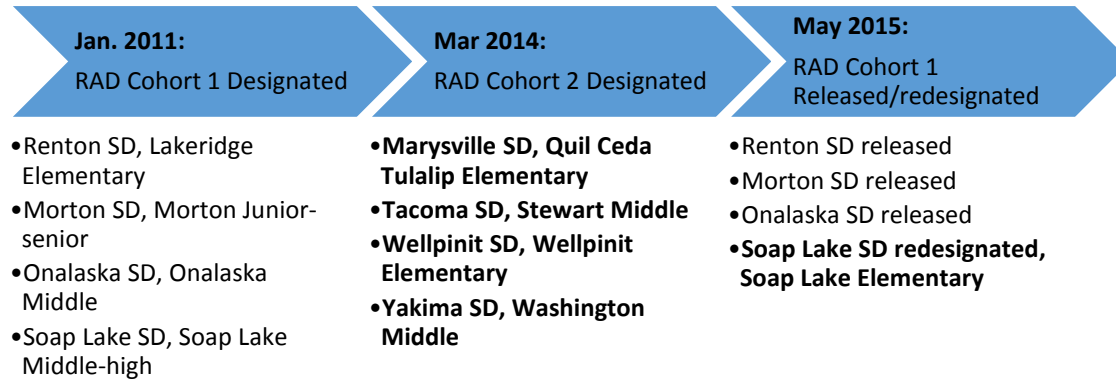
The accountability system under RCW 28A.657.110 addresses a number of different factors, including not only how schools are identified for recognition and supports, but additionally, what role OSPI has in providing assistance to schools that are chronically underachieving. The process for provide such assistance is known in statute as the Required Action District (RAD) process.

School Districts are designated Required Action Districts (RAD) based on a persistently low achieving school, and required action plans are focused on improving the identified school. However, a district and not a school is designated for required action because some of the decision-making necessary to implement a required action plan takes place at a district level. State law (RCW 28A.657.100) directs the OSPI to provide a report twice per year to the SBE on progress made by required action school districts. Figure 1 is a timeline showing when required action districts were designated. There have been two cohorts of RADs, the first was designated by the SBE in 2011, and the second by the Board in 2014. Each cohort had four districts. There are currently five RADs.

A district may be released from RAD status based on three criteria (RCW 28A.657.100, WAC 392-501-740, WAC 291-501-720):

1. The district no longer has a school that is persistently lowest achieving
2. The district has shown progress in closing the achievement gap
3. The school (or schools) that were on the persistently lowest-achieving list have had a positive improvement trend in reading and math on state assessments in the “all students” category for the past three years.

At this point, a total of eight districts have been designated under the RAD process, and since we last reported to you, the first set of districts have been released based on performance improvements. In May 2015, three districts from cohort 1 were released from required action because they met these criteria. Soap Lake District was not released because the school that originated the designation of required action, Soap Lake Middle-High School, had improved, but Soap Lake Elementary was still a Priority school.

Figure 1: RAD Designation Timeline. Districts in **bold** are current RADs.

Initial returns are positive on the impacts of the accountability framework on student performance. In addition to exiting Renton, Morton, and Onalaska from required action status, data suggests that performance is improving in all of the Priority schools identified as among the lowest 5% in the state. The figure below shows that the performance of priority schools was meaningfully higher on the achievement index, as compared to the rest of the state (updated data will be available in January). This was true both for the all students category, and the targeted (traditionally underserved) subgroups.

Figure 2: Performance of Priority Schools



Future action:

The work of the next several months will be key, as the State Board will work collaboratively with OSPI to finalize the details of a consolidated state ESSA plan, and fully implement a unified system of accountability and support in the post-NCLB era. At its November meeting, the Board is scheduled to discuss the following important topics:

- Necessary revisions to the State’s Achievement Index to align with the requirements under ESSA, including the inclusion of a School Quality and Student Success indicator (something in addition to assessment scores and graduation rates).
- Necessary modifications to the state’s school improvement goals to meet the regulatory requirements under ESSA.
- Ways to possibly strengthen the emphasis on “career readiness” in the state’s accountability framework.

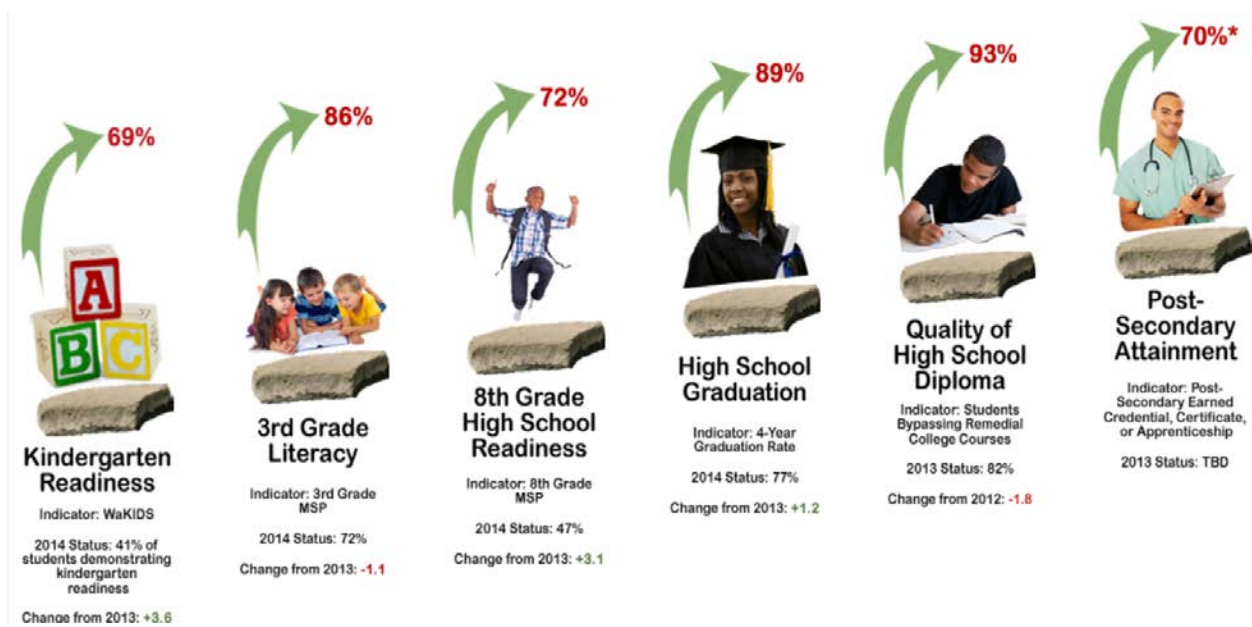
In 2013, the Legislature directed the SBE to lead an effort in identifying system-wide performance measurements and goals for the six statewide indicators specified in the legislation (codified as RCW 28A.150.550).

The legislature was clear about its intent for this legislation. The law indicates an intent to “establish a discrete set of statewide data points that will serve as snapshots of the overall health of the educational system,” for the purpose of “evaluating progress in achieving the outcomes set for the system... and to understand whether reform efforts and investments are making positive progress in the overall education of students.” (Chapter 282, Laws of 2013)

Accordingly, The SBE was directed to work with partner state agencies and other entities to identify realistic but challenging system-wide performance goals and measurements, as well as evidence-based reforms to improve student achievement where needed. The six indicators of system wide health identified in the authorizing legislation were: Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, High School Graduation, Quality of High School Diploma, Post-Secondary Attainment and Workforce. More information on the goals, annual targets, indicator revisions, recommended reforms, and other important information was provided in the 2013 and 2014 reports found at http://www.sbe.wa.gov/edsystemhealth.php#.V_KDKE0VBaQ.

Status of the Statewide Indicators

Simultaneous with the writing of this report, the SBE is compiling information for the required 2016 report on statewide indicators. Because of the transition to the Smarter Balanced Assessment (SBA) system, the annual targets for the 4th Grade Reading and the 8th Grade Math indicators were reset in 2016, which means that annual target attainment analyses are not possible until the 2016-17 SBA results are reported. Also, targets for the Quality of High School Diploma were reset to reflect a more refined analysis, and the data to complete the target attainment analysis will be possible when the necessary data are delivered to the SBE by the Washington Educational Research and Data Center (ERDC), pending an IRB Exempt determination by the Washington State Institutional Review Board. The latest results show that two indicators are not meeting targets, two indicators were reset in 2016, and analyses for two indicators are pending until new data are received.



All of the indicators for which data are available are improving. While the data shows that the performance of the “All Students” group increased in the most recent reporting year for all of the indicators, further analysis shows that the magnitude of the increase in the most recent year was insufficient to meet the annual improvement goals for four of the five indicators. For the “All Students” group on the Kindergarten Readiness indicator, a 4.7 percentage point increase in 2015-16 exceeded the annual step target of 4.4 percentage points but was insufficient to meet the annual target. In other words, the performance of the All Students group is increasing, but not increasing enough. If the levels of progress continue at the demonstrably low rates, endpoint goals will not be met in the specified time frames.

The statute also requires that the status of the indicators be reported by the student groups used for federal reporting, as was done in the 2013 and 2014 reports. As was the case for the All Students group, all of the reported student groups improved in the most recent year from the previous year on most of the indicators. Again, however, for most student groups and for most of the indicators, the performance is not increasing enough to meet annual targets, which will eventually result in not meeting the endpoint goal in the specified time frames.

Recommended Reforms from December 2014

The 2014 Report to the Education Committees of the Legislature included four recommended evidence-based reforms that, if fully implemented, would be expected to lead to improvements in the four underperforming indicators. These recommendations will be revisited and may be revised in the 2016 edition of the report. The 2014 recommendations were:

1. Expand access to high quality early childhood education.
2. Expand and fully fund high quality professional learning.
3. Increase access to high quality expanded learning opportunities.
4. Expand supports and services that prepare students for post-secondary opportunities and employment.

Future action:

The SBE will be submitting its 2016 Report in December of this year. This year, the Board is particularly interested in exploring the relationship between school funding and the goals set for schools and districts. The Board is additionally thinking through the implications of the Supreme Court's *McCleary* decision on the types of goals it sets for schools, and the associated time table for achievement. Finally, the Board is interested in ensuring alignment between the goals emerging out of this work, and the long-term goals required under the Every Student Succeeds Act consolidated state plan.

At its November meeting, the Board has scheduled a panel discussion with representatives from all the agencies and stakeholder groups included in the legislation. The Board has also scheduled an evening community forum to hear from a broader array of teachers and community members on these important topics. Topics that are scheduled to be discussed include:

- What role to opportunity gaps play in the goals-setting of this report? How can an evaluation of data on opportunity gaps help provide important context for the achievement gap data presented in this report?
- How can the recommended reforms from the 2014 Report be amended or enhanced, reflecting feedback from our stakeholder partners?
- How can goals-setting in the Education System Health report be aligned with the required goals-setting embedded in the work of our state consolidated ESSA plan?

High School Graduation Requirements

With the passage of E2SSB 6552 in 2014, the SBE's framework for 24-credit graduation requirements was enacted in law. The four-credit increase in state requirements was designed to ensure students are better prepared for college and career. The key legislation was enacted a session prior to the submission of our last report. Since that time, the Board's work has been focused primarily on provided regulatory clarity, expanding options for flexible crediting, researching best practices associated with the high school and beyond plan, and expanding the utilization of statewide career and technical education course equivalencies in math and science.

In enacting the 24-credit graduation requirements, the Legislature responded to feedback from educators by making the increase in instructional hours more flexible -- 1,000 hours for K-8, and 1080 hours in grades 9-12, or a district-wide average (1,027 hours) over grades 1 through 12, beginning in the

2015-2016 school year. The legislation also redirected funds to guidance counselors, materials and operating costs, and funding lab science classes.

The SBE approved rules to implement the legislation, which, among other things, detail the revised credit requirements, define the process for choosing the third credits of math and science, and describe the High School and Beyond Plan as a locally determined process through which students set and revise goals and plans.

The implementation of the revised requirements does pose some potential challenges. In addition to the increase in graduation requirements, the class of 2019 will also be the class that transitions to the Common Core Standards based assessment, the SBA. This will require professional learning for teachers to help support students to these higher standards and for counselors and other advising staff to guide students through the new requirements. The Board assembled a portfolio of tools and resources to help districts through this transition. The SBE partnered with OSPI, ESDs and educators across Washington to offer workshops to administrators implementing the new graduation requirements. More than 400 people participated in the half-dozen workshops held across the state in early 2016.

Topics addressed included:

- 24-Credit Graduation Requirements: Background, Challenges, Flexibility
- Credit Retrieval and Competency-Based Crediting
- Communication
- Counseling/High School and Beyond Plans/Personalized Pathway Requirements

CTE Course Equivalencies

CTE equivalency credits, CTE courses that meet core subject graduation requirements, have been recognized and encouraged by the Legislature since 2006 (SHB 2973, Chapter 113, Laws of 2006). RCW 28A.230.097 requires that each “high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers.”

Legislation enacted in 2014, E2SSB 6552, increased the responsibility of districts to provide students access to CTE course equivalency credit. Course equivalencies are CTE courses identified as meeting academic core subject graduation requirements. The bill directed the OSPI to develop course frameworks from a list of CTE courses equivalent to core math and science subject graduation requirements. The legislation further directed that, “The office shall submit the list of equivalent career

and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval.”

An SBE legislative priority for 2014 was to expand CTE math and science course equivalencies, and the Board supported the actions of the Legislature to expand math and science course equivalencies through E2SSB 6552. The bill increased the opportunities for students to access course equivalencies by mandating that in addition to any locally established course equivalencies, each district offer at least one math or science equivalency from the approved list of statewide equivalencies. A waiver from the requirement to offer at least one of the courses from the approved list of statewide equivalencies is available to districts with fewer than 2,000 students. The SBE adopted rules on this waiver in July 2014. As of April 2016 no district had applied for such a waiver.

CTE programs and courses are characterized by:

- Alignment with proven workforce needs.
- Alignment with industry standards.
- Advisory committees of industry representatives.
- Teachers with substantial work experience in their teaching assignment.
- A curriculum framework: a document that describes the state core content standards, industry standards, and leadership and employability skills associated with the course. Frameworks are reviewed annually by program advisory committees and by OSPI program supervisors.

In May 2015, the SBE approved 21 CTE course equivalency frameworks. Frameworks considered for approved by the Board this year would be the second group of statewide CTE course equivalency frameworks.

Future action:

In May of 2016, the Board anticipates receiving another round of proposed math and science course equivalencies for consideration. Additionally, the Board, with OSPI, may consider modifications to the existing statutory language to enhance districts ability to implement statewide course equivalencies in other subjects, or in other ways.

Student Assessments

As part of the Board’s role in setting high school graduation requirements, the Board has a series of responsibilities associated with setting score requirements and streamlining the assessment system. This role has been important over the past two years, as the state has embarked on a transition to the new Smarter/Balanced assessments aligned with Common Core standards.

The SBE is required by law to identify the scores high school students must achieve to meet standard on statewide student assessments ([RCW 28A.305.130\(4\)\(b\)](#)), including assessments that students must pass to earn a Certificate of Academic Achievement. A Certificate of Academic Achievement (CAA) is required for graduation and is awarded to students who meet standard on high school state assessments identified by the Legislature ([RCW 28A.655.061](#)).

Table 1 summarizes the assessed subjects required for high school graduation from 2008 to 2019 and beyond, and highlights the transition from assessments in reading and writing to a comprehensive assessment in English language arts. For the Classes of 2008 to 2015, high school assessments required for graduation were in reading, writing and math. A science assessment, currently biology, is required for graduation for the Class of 2017 and beyond¹. For the Class of 2019 and beyond the assessed subjects are English language arts, math and science.

The Common Core State Standards for English language arts and math were adopted in Washington in 2011. The adoption of new standards required the implementation of new state assessments aligned to the standards. The first full administration of the Smarter Balanced assessments was in spring 2015 and the second was this past spring of 2016. The Smarter Balanced assessment in English language arts replaces the High School Proficiency Exams (HSPE) in reading and writing, and the Smarter Balanced assessment in math replaces End-of-Course (EOC) math exams.

Table 1: High School Subjects Assessed as Part of the Certificate of Academic Achievement

Classes of 2008 to 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019 and beyond
Reading	Reading and Writing or English Language Arts	Reading and Writing or English Language Arts	Reading and Writing or English Language Arts	English Language Arts
Writing				
Math	Math	Math	Math	Math
		Science (biology)	Science (possible transition to comprehensive science assessment)	Science (possible transition to comprehensive science assessment)

¹ The state will transition to a comprehensive high school science assessment, once it has been developed and the Legislature has approved it ([RCW 28A.655.068](#)).

The full transition to the new assessments will take place over several years, and will particularly affect the Classes of 2016, 2017 and 2018. Students in these classes will have additional assessment options to earn a Certificate of Academic Achievement (CAA), but may be required to test in one more grade than previous or subsequent classes. For example, some students in the Class of 2017 are likely to have taken a math EOC in their 9th or 10th grade, and also the Smarter Balanced math test in 11th grade. Table 2 summarizes how most students will meet the high school assessment requirements. For two transition year classes, 2017 and 2018, there will be interim exit exams. These exams, like the Smarter Balanced assessments, are aligned to the new standards. Unlike the Smarter Balanced assessments, the interim exams are EOCs and not comprehensive exams.

Table 2: Exit Exams in English language arts and Math That Most Students Will Use to Demonstrate Meeting Standard

Class of:	2015	2016	2017	2018	2019
	Former WA Learning Standards		Common Core Standards		
English language arts	HSPE	HSPE	◆ SB	SB	SB
Math	EOC	EOC	◆ EOC EXIT	EOC EXIT	◆ SB

HSPE-Reading and Writing High School Proficiency Exam

SB-Smarter Balanced Assessment

EOC-Math Year 1 and Math Year 2 End-of-Course Assessments aligned to the former Washington math learning standards

EOC EXIT-Math Year 1 and Math Year 2 End-of-Course Assessments aligned to the new Washington math learning standards, the Common Core State Standards. These assessments are for use during the transition period to the new assessments.

◆ Tests for which the SBE established graduation scores at the August 2015 meeting.

Alternatives to Assessments Required for Graduation

The law ([RCW 28A.655.061](#) and [RCW 28A.655.065](#)) specifies several alternatives to statewide standardized tests required for graduation. These alternatives provide students the opportunity to earn a CAA and meet the assessment graduation requirements. (Students receiving Special Education services have multiple assessment options for earning a Certificate of Individual Achievement, CIA.) CAA alternatives must be “comparable in rigor” to state assessments ([RCW 28A.655.065](#)). The alternatives include:

- Collections of Evidence
- Grade Point Average Comparison
- College Admission Tests (SAT and ACT)
- Advanced Placement Tests
- International Baccalaureate Tests

In August, 2016, the SBE adopted graduation scores for new Collections of Evidence (COE) assessments in English language arts and math that are aligned to Common Core Standards. A COE is a set of work samples prepared by the student with instructional support from a teacher. Students prepare the work samples under supervision of an educator, using state guidelines for preparing and submitting the collection. COEs are scored at the state level. More information about COEs is available on the OSPI Graduation Alternatives [Collections of Evidence webpage](#).

The SBE also adopted new graduation scores on the ACT and SAT. The Board adjusted the ACT English language arts graduation score because the change from the HSPE reading and writing tests to the Smarter Balanced English language arts assessment required it. The SAT college admissions test and scoring changed in spring 2016 and this change compelled establishing new graduation scores for the SAT. SBE approved a new graduation score on the SAT for the Class of 2016 only, for reading, writing and math, and adopted graduation scores on the SAT for the Class of 2017 and beyond, for English language arts and math. New Washington graduation scores were necessary for the SAT because the SAT test and scoring was redesigned, and because of the change in Washington from assessing reading and writing to English language arts. Additional information about ACT and SAT as graduation alternatives is available on OSPI's Graduation Alternatives [College Admission/AP/IB webpage](#).

Taken together, the State Board of Education believes these initiatives are grounded both in our statutory responsibilities, but also our broader goal to advocate for every child to meet the goals of basic education, as outlined in statute. We have worked with our peer agency, the Professional Educator Standards Board, to identify areas of common interest in furtherance of these broad goals. What follows is an overview of the critical work PESB is currently undertaking, and, at the end, a set of recommendations that reflect the common goals of our two respective organizations.

PROFESSIONAL EDUCATOR STANDARDS BOARD INITIATIVES

Establishing more rigorous and relevant standards, calibrated along the entire certification and career continuum and ensuring culturally competent professional practice and integration of Science, Technology, Engineering and Mathematics (STEM)

In our 2012 report, we outlined our collaboration with the Achievement Gap Oversight and Accountability Committee (now the Educational Opportunity Gap Oversight and Accountability Committee), OSPI, the NW Educational Laboratory and numerous experts and stakeholder group representatives that produced a report and recommendations that led to PESB adoption of new standards reflecting culturally competent professional practice along the entire career continuum. Preparation programs are now required to produce evidence of how their candidates are meeting these standards through program review, required data reporting, and a variety of candidate assessments, including the new statewide preservice performance assessment, the edTPA, discussed in greater detail in the next section. These revisions are helping ensure that pre-service, beginning teachers (years 1-3), professional teachers (years 3-5) and career teachers (5+ years) as well as administrators and educational staff associates meet standards that reflect cultural competence, with a particular emphasis on competencies in language acquisition. With our rapidly changing student demographics in Washington State, the ability to support English Language Learners must be a part of the knowledge and skill expectations for all educators.

What the PESB is observing from early results on the edTPA preservice performance assessment and from our program site reviews is that cultural competency is an area where programs continue to struggle. The PESB has directed additional support and technical assistance toward program change in practices to reflect the new standards. In 2015-16, the PESB assembled a technical assistance team that facilitated seven day-long trainings for preparation program faculty, aimed at building cultural competency and the ability of programs to attract and retain diverse candidates. Detailed information about this training may be found here - <http://pathway.pesb.wa.gov/current-educators/equity-training>.

Supportive of improvement in this area is increasing the diversity of faculty, future educators, and the clinical experiences for future educators. For the most part, however, our colleges of education are less diverse than the rest of the institution in which they reside. This is a common picture nationally. The PESB produced the report, [***Best Practices and Successful Programs: Improving Recruitment and Retention of Underrepresented Populations***](#), that highlights specific strategies in education and other fields that have shown success in recruiting greater diversity to the profession. This best-practice report is paired with two additional reports [***Recruiting Diverse Teachers: Washington Demographics Report***](#)

and [Recruiting Diverse Teachers: College Self-Assessment Tool](#), that provide the current picture in Washington and provide Washington preparation programs with a means to assess their own efforts and formulate strategies for improvement. This self-assessment of teacher preparation program recruitment efforts reinforces stronger ties to districts prioritizing student support services and targeted outreach to diverse communities. Building on these reports and our facilitation of their use by programs, in the next year the PESB will produce a Bright Spots report, highlighting best practices by programs in these areas in order to facilitate peer-to-peer continuous improvement.

Our 2014 report focused on alignment of knowledge and skill expectations for teachers with the Common Core and Next Generation Science standards for students and integration of STEM. Further reinforcing the importance of integrated STEM instruction, the 2015 Legislature requested the PESB develop an endorsement for teachers of Computer Science that not only ensures adequate and appropriate computer science content, but also facilitates dual endorsement of teachers in computer science and other STEM-related subject areas, like math and science. With input from a task force assembled by the PESB to comply with this request, the PESB exceeded the request of the Legislature, in finding that not only a secondary-level endorsement in computer science is necessary to support this policy goal, but that foundational computer skills like coding begin in elementary grades, and thus directed the creation of computer science specialty endorsement appropriate for elementary grades.

Ongoing Updates to Standards – Alignment with National to Ensure Relevance, Rigor and Reciprocity.

In the past, the PESB updated knowledge and skill standards for teachers on a regular cycle, or in response to legislation addressing particular subject matter (e.g. STEM). In 2016 the PESB adopted a schedule of ongoing standards review and revision to align with national content and role-specific organizations. Increasingly, states are choosing to align standards to those of national subject area or role-specific organizations, which typically undergo a rigorous process of development based on relevant research, and to ensure greater similarities among state expectations to facilitate interstate reciprocity of credentials.

“Refreshing” the knowledge and skills of experienced educators

One challenge to the PESB’s ongoing update of standards for beginning teachers is that we are seeing increasing anecdotal evidence of teachers exiting programs with new knowledge and skill competencies their more experienced peers did not gain during their preparation. For new knowledge and skills acquired in preparation programs, such as STEM integration, cultural competency and language acquisition, to persist, new teachers need school environments and mentoring support that model and support these practices. The professional development challenge for our veteran teaching force is enormous, but without it our improved preparation efforts are undermined.

The PESB is striving to influence this situation through our responsibility for continuing education and certificate renewal. The career benchmarks on which teachers are required to base their continuing education incorporate updated knowledge and skills competencies, identified through research and best practices, as they are adopted. But given the very broad range of possible topics on which teachers may appropriately focus their continuing education, and the importance of allowing them to select an area relevant to their particular needs and situation, it is difficult to specify and obligate all veteran teachers refresh their skills in all of these areas. Two policy initiatives of the PESB aim influence their focus: Professional Growth Planning and Microcredentialing / Badging.

Professional Growth Plans are the now the vehicle by which all teachers and principals renew their second tier, professional, certificates. Self-assessing their strengths and areas of needed growth against PESB career-level benchmarks, educators identify the professional growth activities that will address their growth needs and how they will demonstrate growth. Educators further have the option to combine their growth activities for their focused evaluation with their Professional Growth Plan for certificate renewal. Alignment of the expectations between systems of certificate renewal and job evaluation at this level are helping ensure relevance to the changing skills demanded of educators.

In addition, focus of professional growth can be influenced by access to opportunities, cost and quality; factors that have been a challenge in our past, traditional system of clock hour-drive continuing education.

The concept of badging/microcredentialing meets important quality and incentive criteria for continuing education. This new innovative movement is being used by other states, school districts within and outside of Washington, professional organizations, state level agencies, as well as non-professional organizations (e.g. Fitbit). The use of these badges have allowed for better tracking and accountability at high and low stakes matters in a much more efficient and portable manner than paper trails. Badging is a digital token awarded to individuals that have mastered a skill or completed project or performance based tasks. The range of the task can be as simple as attending a staff meeting, or a specific conference to completing a task similar to what is required in the edTPA or ProTeach assessment. The badge is earned by completing a stack or stacks. The stack is similar to a course concept. Individuals can complete several badges to which can lead to a microcredential. The microcredential is similar to a credential. It just means the individual has completed enough stacks to “level up” to a microcredential.

PESB has contracted with BloomBoard to conduct a multi-district pilot through which teachers will complete online learning modules leading to microcredentials related to cultural competency. The Board’s goal is to scale up to statewide provision of microcredentials / badging with particular focus on

newer areas of knowledge and skill competencies to support veteran educators refreshing their knowledge and skills.

Implementing high-stakes measures of teacher effectiveness

Establishing standards is foundational work that sets expectations. But they are relatively meaningless without valid and reliable way to assess their attainment. Fortunately, Washington continues to lead the nation with assessments that require demonstrated effectiveness in order for Washington teacher preparation program completers to earn their entry-level (residency) certificate, and for teachers to earn their second-tier (professional) certificate. Key components of ESHB 2261 and SSSB 6696 was a mandate to the PESB to create two new, high-stakes teacher performance assessments: one as a culminating assessment required for completion of teacher preparation, and the other a requirement to for achieving professional certification and continued license to practice.

Preservice Teacher Performance Assessment (edTPA)

Following three years of piloting, the edTPA became a requirement for successful completion of a teacher preparation program in Washington State in January 2014. The edTPA serves as both a required demonstration of teaching effectiveness prior to certification and as a key accountability measure related to teacher preparation program quality. Washington was the first state to implement this national assessment now administered in 38 states, 16 of which have formally adopted it as part of their teacher preparation / licensure system. As a multi-state assessment it provides state licensing Boards like the PESB greater confidence in awarding certificates to prospective teachers from other states. It also allows us to compare performance of both our preservice candidates and preparation programs to those in other states.

Previous year's report and the PESB website contain [detailed information](#) about the substance and key features of the edTPA. Essential components are -

- Portfolio-based, subject-specific assessment akin to the NBPTS assessment of in-service teachers
- Relies on scoring: 1) videotapes of teacher candidates teaching three to five lessons; 2) lesson plans; 3) student work samples and evidence of student learning; 4) reflective commentaries by the candidate
- A candidate's summative score is based on 15 rubrics, each scored on a 1-5 scale; rubrics equally weighted so summative score (with no incomplete subscores) can range from 15 to 75. There are 3 sub-components: "Planning," "Instruction," and "Assessment" WA also has a 4th sub-component, "Student Voice," which is not used for high-stakes purposes

The PESB's [data site](#) contains edTPA performance data system wide as well as by preparation program. There are number of questions of interest to the PESB and other state policymakers related to this required assessment.

- Does candidate performance on the edTPA correlate with their performance in the classroom once a newly-certified teacher?
- Does edTPA affect the classroom practice of teachers directly via the process of completing the assessment, or indirectly by influencing the training provided by teacher preparation programs?
- Does edTPA prevent low-performing teacher candidates from receiving a credential?
- Does edTPA affect the likelihood of getting a teaching job?

A University of Washington [study](#) released in May of 2016 provided some early insights into some of these questions for Washington State specifically, adding to the body of research assembled by the assessment developers.

In terms of whether edTPA performance predicts participation in Washington State's public school teacher workforce, the study found that both passing status and continuous scores are highly predictive of the probability that a teacher candidate is employed the following year in the state's public teaching workforce. In terms of whether edTPA performance predicts teacher effectiveness, the evidence is mixed. Changes in edTPA performance provide a signal of future teaching effectiveness in mathematics (in some specifications), but are not statistically significant in reading. The study authors as well as edTPA developers agree that additional study and deeper examination of performance on specific aspects of the assessment is needed.

No study has yet addressed the question related to the "educative" value of the edTPA; that is the degree to which it changes / improves practice by both preservice candidates and preparation programs. Anecdotally the PESB hears from new teachers and their employing districts that what is required of new teachers in evaluation frameworks and in our second tier certification portfolio assessment in terms of documenting student-based evidence, analyzing student data, and other key competencies feels familiar to them because of the foundation of skills acquired via the edTPA. In that regard the PESB is hopeful that the edTPA contributes to building a solid foundation of professional practice at the preservice level that leads to a strong continuum of career-long development.

Many of the significant challenges in implementing the edTPA are purposeful drivers. For example, more than ever, we rely upon districts to help us ensure high quality placements of individuals who represent their future workforce. Tight partnerships between districts and preparation programs benefit candidate and district alike. Research also concludes significant benefits to student learning and veteran teacher professional development when preservice teacher field experiences are well integrated. We believe the edTPA supports both of these benefits and will work with Washington

school districts and teacher preparation programs to strengthen partnerships that focus on both producing teachers that have demonstrated they are ready to be effective in Washington classrooms and positively impact learning by all students. Too often, school districts look at student teachers as “guests” in their building, without consideration of how their presence could contribute to that building’s school and student learning improvement. This is ironic in that most teachers get their first job in the district, and almost half in the actual school, where they did their student teaching. So in addition to supervising teachers needing solid understanding of the newer competencies required of our preservice candidates, the practices of our building and district administrators must reflect awareness of and planning for the role of preservice candidates as contributors to school and student learning and as likely future employees.

Second-Tier Portfolio Assessment – the ProTeach Portfolio

Since September 2011 the ProTeach Portfolio has replaced higher education-based program completion as the means by which teachers gain their professional certificate.

	Previous Higher Education Credit / Course Based	ProTeach Portfolio
Quality	Highly variable	Research-proven predictive validity – higher scores = greater student achievement gains
Access	Inadequate	Online, statewide, 24/7
Affordability	\$1,200 - \$8,000	\$570 for assessment; teachers have option to enroll in a variety of cohort support programs – range in price from free to university-based yielding graduate credits up to \$1,200.

Teachers are expected to work toward their professional certificate following the accumulation of two years of teaching experience; the point at which they receive their first, dated residency teaching certificate, which is valid for three years. They then have two additional renewal options, allowing teachers up to 9 years to achieve the professional certificate. Teachers may also earn the professional certificate by completing National Board Certification. There are no other certificate maintenance requirements (e.g. clock hours or credits) for the residency certificate other than achieving the professional certificate.

Teachers may take advantage of significant online resources to build their portfolio on their own, or join with a cohort of their peers at district, ESD, or non-profit support programs. In addition, WEA has expanded their “Jump Start” program for National Board Certification candidates to include a strand for teachers pursuing their professional certificate.

Previous year's report and the PESB website contain [detailed information](#) about the substance and key features of the ProTeach Portfolio. Essentially, the *ProTeach Portfolio* evaluates teachers on their ability to impact student learning as stated in the 3 standards for the Professional Certificate, effective teaching, professional development and professional contributions, and 12 criteria within those standards. The portfolio is comprised of three entries. The 3 standards and 12 criteria are measured across the three entries:

- Entry 1, Professional Growth and Contributions, measures the teacher's analysis of and reflection on professional growth and its impact on student learning.
- Entry 2, Building a Learning Community, measures a teacher's description and analysis of the learning environment established in the classroom.
- Entry 3, Curriculum, Instruction and Assessment, measures the teacher's analysis of and reflection on the curriculum, instruction and assessment and their impact on three focus students

The *ProTeach Portfolio* is a compilation of evidence and commentary demonstrating the teacher's positive impact on student learning through reflective practice. A critical component of the portfolio is the way in which the teacher provides evidence of practice through *student voice*. Student voice is a particular type of evidence or artifact. It refers to a variety of types of evidence of learning provided by, and from perspective of, the student.

What We Are Learning

Our 2014 report outlined the findings of a March 2014 research study by University of Washington researchers Cowan and Goldhaber which 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 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 can 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.

Compared to what?

While Cowan and Goldhaber were able to compare ProTeach performance with other, similar national assessments used for licensure, within Washington State we have no measures with which to compare ProTeach in terms of correlation with effectiveness. So this makes it difficult for discussion among policymakers about which measures to use for which purposes. For example, the state lacks any data on the validity or reliability of TPEP, so it is difficult to say how it stands as a measure of teacher effectiveness within our state.

Do educators value the ProTeach Portfolio?

Anecdotally, the PESB and other stakeholders have noted that teachers have a more favorable view of the National Board Certification process, which is optional, low-stakes and highly rewarded with an annual bonus of \$5,000 and available financial assistance to defer cost of the process, to the required, high-stakes, low reward (150 clock hours) ProTeach Portfolio which carries a \$570 fee.

The “uniform, externally-administered” performance assessment mandated by the Legislature in 2261 and 6696 that is now the ProTeach Portfolio was enacted with the assumption in the law that a change in our state’s compensation system would follow and teachers would receive compensation better aligned with these new, high stakes expectations. This has not occurred, however, with the recommendations of the legislatively-charged QEC Compensation Study Group unaddressed and no legislative action related to compensation has occurred.

Cost and lack of compensation aside, the PESB’s experience is that educator satisfaction with ProTeach is also directly linked to the degree of support provided by the district / degree to which the ProTeach is integrated as a key piece of professional growth within a district’s onboarding practices. But here too, district available resources for teacher induction and mentoring support and capacity related to effective workforce development practices are a factor.

Elimination of Federal “Highly-Qualified Teacher” Requirements and the Re-Emergence of State Assignment Policy

Providing public assurance that the credential held by a teacher means competence in specific knowledge and skills is one-side of ensuring qualification. The other is appropriate assignment of that credential to courses offered to students. A teacher with only a math endorsement, no matter how stellar their performance on credentialing requirements, is not the best fit for an Introduction to Spanish course.

Federal Highly-Qualified Teacher (HQT) requirements under the No Child Left Behind Act overshadowed state endorsement and assignment rules for over a decade. In replacing the No Child Left Behind Act, the Every Student Succeeds Act eliminated HQT, requiring districts to adhere to state policy. PESB regulations related to certification and assignment uphold high standards for credentialing, while allowing time and flexibility for district hiring and workforce development needs. Our ability to now link students to courses and courses to teachers and the credentials they hold enabled the PESB to transform our policy and regulation from compliance to reporting and assistance. Our assignment policy:

- Provides districts with guidance on the best match between course and endorsement.
- Requires districts placing teachers without the proper endorsement in courses to have approval from local school boards, and locally developed and approved supports for that assignment.
- Ensure Individual teachers are not subject to non-renewal or probation based on evaluation of their teaching in out-of-endorsement assigned courses.
- Offers [multiple pathways](#) and financial support ([Educator Retooling scholarships](#)) for teachers to add endorsements.
- Generates reports from the PESB to local and state policy makers and the public on the status of teacher assignment in all classrooms at a district and school-level, meeting the ESSA requirements.

PESB assignment policy offers districts greater flexibility and more transparent reporting in order to inform state and local dialogue and action in support of best practices. Individual school assignment data is available on the PESB [data site](#) along with other workforce indicators.

Linking Measures of Educator Effectiveness to Evaluation of Preparation Program Quality

Our 2014 report highlighted our movement toward an indicator-based system of program review. The structure of program expectations in the proposed indicator-based system contains three key parts:

Desired Outcomes

- goals for the performance of educator preparation programs established by PESB and connected to PESB strategic goals / planning
- accountability is the priority, with consumer information and program improvement as additional goals
- outcomes are stable over time

Indicators

- valid and reliable data identified by the PESB as essential program information that contributes to larger state goals

- when an indicator is low, the Board will initiate further discussion with the program about components
- indicators change over time based on Board goals indicators are not the direct outcomes of program components (there is no 1:1 correlation)
- an indicator is a measurement that allows reasonable and meaningful inferences related to the functioning of a program
- an indicator represents the beginning of a conversation involving PESB and programs related to program evaluation

Components

- program behaviors, actions, and activities that contribute to state goals
- components might include qualitative and quantitative data, inputs, and outputs
- components will change over time, as the field expands its understanding of the connections between certain behaviors and outcomes
- components are reviewed only after an indicator suggests that review is necessary
- components resemble criteria in the current system

Indicator-based evaluation uses multiple methods to assess programs. Indicators are designed to tell PESB whether further investigation of program inputs and outputs is necessary. If an indicator falls below the state threshold, the Board will engage in a series of escalating interventions designed to improve and evaluate the program. Indicators can also be used to identify, understand, and incentivize strong program performance and practice. Consequential program review under the new system will begin in 2018.

To date the Board has approved 13 indicators for Teacher preparation programs and 10 indicators for Principal preparation programs. The [Teacher Indicators](#) and [Principal Indicators](#) webpages contain additional information on these approved indicators and their current status of development. Not all of the indicators adopted by the PESB are yet available. Among the indicators most difficult to secure are perhaps those of greatest import to examining program effectiveness. For example, Washington collects very little information at the state level related to teacher effectiveness. One indicator that gets quite a bit of attention is something called value-added or student-growth scores. While these measures would be helpful, they are significantly limited by the number of grades and subjects tested in Washington State. Another key indicator is teacher and principal performance evaluation. There are issues that need to be addressed with this measure, such as privacy, evaluator training, and rubric design. Regardless, the current state-level collection does not include individual's results, only aggregate results by district, so it is not possible to determine if teachers from a particular program are more effective in the classroom.

An effective state accountability system for educator preparation programs must be able to not only answer *whether* programs are producing effective teachers and principals, but also constantly build understanding and dialogue within and among programs, and at the state level, as to *why* they are getting the results they are. An ongoing challenge continues to be the great variability of program capacity to structure, collect and report data consistent with effective data management practices. Much of PESB staff effort at this point has been on both direct technical assistance, as well as building a cadre of lead individuals in data development at programs for peer-to-peer assistance. The PESB's capacity in this regard is limited. As such we are seeking a long-term repository to secure disaggregated program data and are collaborating with the Education Research and Data Center as the most logical entity to serve in this role.

Open Educator Preparation Beyond Higher Education Institutions And Require All Public Higher Education Institution To Offer An Alternative Route Program

Although the ability for entities other than baccalaureate degree-offering higher education institutions to prepare teachers and principals for certification in Washington State was enacted with SSSB 6696 in 2010, it is only in the last two years that we've seen a real change in the field of providers. In the last year, 3 community colleges and one nonprofit organization have successfully completed the rigorous process of PESB approval to offer teacher preparation in Washington State and it is expected additional community colleges will follow. This offers new access and affordability, particularly for paraeducators and individual from underrepresented populations that have positive existing experience with the community college system than our four-year institutions.

Despite the 2010 legislative mandate in ESSSB 6696 that all public baccalaureate institutions offer alternative routes by 2011, and the restating of their intent that this occur in 2016 legislation (ESSSB 6455) 2 institutions (Eastern Washington University and The Evergreen State College) still do not offer an alternative route program.

Where are Alternative Routes Going?

For most of the history of the program, district engagement has been a challenge. With surplus teacher production and districts having large pools of applicants and substitutes from which to hire, few saw benefit or had incentive to partner with a preparation program in recruiting and training their own workforce.

That changed drastically with the onset of the current teacher shortages and class size reduction mandates. Alternative routes are now highly attractive to districts because they can nimbly respond to teacher shortages at the local level. Currently, school districts are forced to use a patchwork of substitutes, conditionally certified teachers, paraeducators and even out of state recruits to fill the gaps in the teacher workforce. Alternative Route programs that utilize a residency-based model of

instruction allow for districts to employ candidates enrolled in an Alternative Route program as a “teacher intern” or in some cases even the fully fledged teacher of record in the classroom.

To best support districts, the PESB restructured the program into block grants to fund candidates as well as recruitment and support costs incurred by districts. PESB currently funds block grants for over 200 candidates in 9 block grant partnerships between school districts and preparation programs. Applicants exceed available funds by 53%, however, thus the PESB plans program expansion and is seeking increased funding.

Stabilizing Educator Supply and Demand by Improving Workforce Development

Regulatory boards like the PESB in states around the country have traditionally been tasked with focusing primarily on the production end of the educator workforce; educator preparation programs, their quality, and the supply of teachers they produce. The PESB and the Legislature, however, through its charges in 2261 and 6696, reflect growing awareness that this is inadequate for ensuring the result of highly effective educators everywhere we need them, statewide. Large states like Washington State face a distribution challenge when it comes to ensuring equitable access to effective educators. The challenge is not just producing enough in terms of raw numbers, but in establishing a clearly defined pipeline between district current and future need and supply directly to it.

PESB was directed by the 2010 Legislature to conduct regional meetings to examine educator workforce data at the district level, make projections of the need for educators and identify strategies for recruitment and enrollment plans in educator preparation programs that reflect that projected need. The meetings yielded insights into the realities and limitations in districts’ widely varying ability and capacity related to effective workforce development practices. Since that time, the PESB has urged education leaders and policymakers to take a comprehensive and long-term approach to educator workforce development as a means for dealing with the chronic problem of maintaining and adequate, appropriately credentialed workforce. In 2016 the PESB produced a data and policy report to that effect that was called out in legislation (ESSSB 6195) as required for consideration by the Joint Education Funding Task Force. In the report, the PESB reiterated the need for strategies identified by the PESB as a result of the regional dialogues, as well as future strategies to improve workforce development:

Alternative Routes: At the front end of workforce development is teacher preparation. As discussed previously, alongside the traditional approaches to university-based preparation, alternative routes continue to innovate to be responsive to district need.

“Grow Your Own”

In addition to expansion of Alternative Routes, the current teacher shortage, combined with a decade-high level of teacher attrition and a widening diversity gap between students and teachers in Washington State has increased district desire for assistance in building their current and future

workforce. This involves a wide variety of strategies, many reflected in current PESB programs such as our Recruiting Washington Teachers program, aimed at first generation college-bound high school students from underrepresented populations, our Educator Retooling scholarships, Alternative Routes Block Grants and our model practices and curriculum for school districts to improve their recruitment and hiring practices.

PESB proposes “Grow Your Own” Initiatives that support teams of districts, preparation programs, and community based organizations, combining required professional development with flexible local grant funding to deliver a robust GYO program that meets the district(s) and community need.

The benefits of a GYO strategy include:

- Teachers from within communities, locally trained to meet district needs in shortage areas
- A pipeline for next generation of future educators
- Increase diversity in the educator workforce
- Increase in retention of teachers

Take the Risk and Uncertainty out of Allocation and Forecasting: Many states provide district projected student enrollment data, strengthening their confidence in recruitment and hiring decisions. The PESB believes the Legislature should charge the Caseload Forecast Council with this function. Overall, the state must do more to reduce the financial risk to districts caused by our system of late enrollment-based funding allocation that penalizes districts for the practice of early recruitment and hiring, which is research-proven best for students.

Human Resource Training: PESB has invested in a comprehensive, education specific training for district leaders and human resource professionals to assist them in achieving better outcomes in recruitment, selection and retention of teachers. PESB will be collaborating with the Washington Association of School Administrators, Washington School Personnel Administrators and Educational Service Districts in scaling up delivery of this training.

Assignment: As discussed in the previous section, the PESB’s policy focus on transparent reporting and assistance with regarding to teacher assignment aims to enable districts to take steps to ensure the best qualified teachers in classrooms.

SUPPORT FOR CONTINUED MOMENTUM

“The object of the schedule is to assure that any increases in funding allocations are timely, predictable, and occur concurrently with any increases in program or instructional requirements. It is the intent of the Legislature that no increased programmatic or instructional expectations be imposed upon schools or school districts without an accompanying increase in resources as necessary to support those increased expectations.” - ESHB 2261

In ESHB 2261, the Legislature recognized that implementation of the type of fundamental reforms in policy and regulation it directed, and we’ve outlined in this report, can only be successful if accompanied by necessary resources and sustained legislative support. Higher state expectations for individual educators and our school systems require both investments in capacity building and alignment of compensation and other forms of recognition when expectations are met. The Supreme Court, as well, in its *McCleary* decision and subsequent court orders has ruled that the reforms of ESHB 2261 constitute the program of basic education, for which the Legislature must provide the necessary funding.

We view the work we have accomplished as a partnership with the Legislature. Through careful study and deliberation, our Boards have established career and college-ready high school graduation requirements, recommendations toward a statewide accountability system, more rigorous standards for educators at all levels of certification, and measures of educator effectiveness linked to preparation program accountability. But these improved standards must be met with increased system supports provided by the Legislature.

Adequate funding for focused professional development and beginning teacher mentoring and induction

The SBE and PESB believe that a statewide program of effective professional learning for educators should be established and funded as part of the basic education allocations guaranteed to all school districts.

Prompted by ESHB 2261 and ESSB 6696, the PESB has incorporated new knowledge and skill expectations for beginning and professional-level certification, including culturally competent professional practice, STEM integration, and language acquisition. Increasingly, however, beginning teachers emerging from preparation programs with these new skills are reporting that their more experienced peers and building principals are unfamiliar with and have not themselves had professional development on these new practices. In-service professional development that ensures teachers acquire important new knowledge and skills, as well as induction and mentoring support in a beginning teachers critical first years that will ensure they are able to effectively and consistently employ the new strategies gained in preservice preparation are essential.

Now more than ever, state-funded professional development time is critical to the successful implementation of the program of basic education. State investment in professional learning and development has the potential to improve performance on state accountability measures, as teachers will be responsible for implementing new, more rigorous standards and are the most important in-school factor impacting student success. Using state funded time outside of the required student instructional time also allows for the maximum student opportunity to learn, while providing teachers with the support they need to be effective.

Focus more district-level attention on workforce development

The PESB and SBE will continue to collaborate on ways to ensure district and school learning improvement efforts include an explicit focus on workforce development. Passage of the federal Every Student Succeeds Act provides a new opportunity for the State Board's focus on career and college readiness come together with PESB policies and support for ensuring appropriately credentialed educators for those courses.

Provision of high-quality professional development is one important aspect of ensuring a highly effective educator workforce. Effective district recruiting and hiring practices is another. Instructional time for children is eroded by employment of substitute teachers at the beginning of the school year because of late hiring, and teachers inappropriately credentialed for their assignment because of inability to recruit and hire. Schools identified among the Persistently Low Achieving (PLA) list as required by statute often experience the most acute workforce development needs. We recommend the Legislature implement the workforce development strategies we have proposed, including:

- Increase and expansion of Alternative Route Block Grants
- Ensure adequate funding and resources for schools (and districts) identified for improvement in the state's accountability framework to address their unique workforce development needs
- Funding and Support for School Districts to Create "Grow Your Own" Programs to Cultivate their Future Workforce
- Focus on Ease of Entry for Out-of-State Teachers while Upholding High and Equitable Standards for Licensure

Compensation that aligns with state expectations

Washington desires high caliber candidates entering educator professions and has increased rigor of requirements for demonstrated effectiveness prior to state certification. These raised expectations and cost to prospective educators have not been accompanied by compensation that recognizes or aligns with these increased expectations. In addition to inadequacy of current salary levels, our compensation system recognizes time in service and accumulated course work, rather than demonstrated competency. Recommendations contained in the report of the QEC's Compensation Technical Work Group will help ensure educator compensation commensurate with state expectations, and fulfills the intent of ESHB 2261: to attract and retain high quality educators in every classroom.

CONCLUSION

Although PESB and SBE manage separate portfolios in the implementation of the new program of basic education, our work is integrated and, ultimately, our goals are the same. We are united in our desire to ensure equitable access to high quality educational programming for all students. This can and should be accomplished through implementing rigorous educator standards, providing ample opportunity for embedded professional development to achieve and maintain those standards, and ensuring accountability for performance outcomes across the system. We remain united in this overarching mission.

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