



Submitted to:

Governor Christine O. Gregoire

Legislative Education Committees

Superintendent of Public Instruction Randy Dorn

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STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD



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October 15, 2012

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

Dear Governor Gregoire:

The Washington State Board of Education (SBE) and the Professional Educator Standards Board (PESB) respectfully submit the attached biennial joint report to the Governor, Legislative Education Committees, and Superintendent of Public Instruction. The report outlines the collaborative work of the Boards, highlights accomplishments, and provides goals and strategies that will guide our future work.

The SBE and PESB work closely together to create a collaborative and effective policy framework for accelerating progress toward achieving our state's educational goals. At the same time, we recognize that our work is part of a far more complex array of contributors, and thus continuously reach out to and collaborate with all agencies, associations and stakeholders essential to the success of education reform.

This biennial report is being submitted electronically in order to conserve resources and provide an easily shared format. Please contact staff of the Boards with any questions or to request a printed copy of this report.

Sincerely,

Handwritten signature of Jennifer Wallace in blue ink.

Jennifer Wallace
Executive Director
Professional Educator Standards Board

Handwritten signature of Ben Rarick in blue ink.

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 State.

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 new SBE and PESB Strategic Plan Goals interrelate.

State Board of Education Goals	Professional Educator Standards Board Goals
Effective and accountable P-13 governance	Facilitate and advocate for improved statewide educator data collection and use needed to inform state policy
Comprehensive statewide K-12 recognition and accountability	Establish an effective, systemic approach to recruitment of high caliber prospective educators into high demand area and from underrepresented populations
Closing the achievement gap	Provide policy and programmatic support to ESDs and school districts to ensure a quality educator workforce
Strategic oversight of the K-12 system	Ensure that Washington's educator preparation programs supply highly- effective educators that meet statewide demand
Career and college readiness for all students	Collaboratively establish policy and system supports for quality educator development along the career continuum

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

State Board of Education:

- Implementing “Phase II” of E2SB 6696, by developing a revised Achievement Index to incorporate student growth data, and to satisfy the evolving requirements of the federal Elementary and Secondary Education Act (ESEA).
- Designating schools in the Required Action District (RAD) process as established in E2SB 6696, monitoring performance, and making recommendations toward the development of a statewide accountability framework as required in that bill.
- Implementing the provisions of ESHB 2261, with particular emphasis on the graduation requirements associated with the 24-credit framework established in the bill.

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 school district identification of projected staffing needs to inform preparation program recruitment and enrollment.

Our 2012 biennial report discusses progress on these key aspects of education reform and concludes with our joint observations and recommendations for sustaining momentum.

Operating Conditions and Strategies

Implementing Phase II of 6696 – The Achievement Index and Accountability

The 2010 legislature passed E2SSB 6696, which created a new accountability process for low performing schools and districts called the Required Action District process, and granted the State Board of Education the authority to establish a statewide accountability system. The new law establishes a “Phase I” and “Phase II” process for establishment of the state accountability system. The first phase relies on federal school performance indicators (such as current definitions of Persistently Low Achieving schools) to identify Required Action Districts. It directed the State Board of Education to develop an Achievement Index to identify schools in need of assistance, as well as high-performing schools. However, in “Phase I” it directed that the Index only be used for recognizing high performing schools until such time as the U.S. Department of Education (USDOE) would accept the Index as a suitable replacement for the current federal framework.

To this point, Phase I has been successfully implemented. The State Board of Education developed an Achievement Index that is used annually to recognize high achieving schools, based on a multiple-measures approach, including high overall achievement, achievement relative to socio-economic “peers,” and school improvement over time. The Index is the basis for the annual Washington Achievement Awards ceremony sponsored jointly by the State Board of Education and OSPI. Last year’s ceremony took place on April 25, 2012 in Mukilteo and recognized 275 schools for outstanding achievement in a variety of categories. The Index is regularly used by school districts and media outlets as a way to gauge the performance of local schools. Additionally, the Index recently received an award from the Washington Education Research Association for outstanding contributions to education research and analysis in the State of Washington.

However, the State Board of Education has encountered a few constraints in implementing E2SSB 6696. Despite acceptance of the Index within Washington as a valuable analytical tool, the federal government has, to this point, declined to grant a waiver to Washington State for use of the current Index to replace Adequate Yearly Progress (AYP) as the primary measure for directing federal improvement funds. The Board is hopeful that the new Elementary and Secondary Education Act (ESEA) flexibility waiver opportunity offered by President Obama will allow Washington to revise the Index, receive federal approval, and proceed with implementation of a state, rather than federal, accountability system.

Another constraint has been the absence of state and federal funding to support the Required Action District (R.A.D.) process. The Board designated four districts in the first cohort of RADs, but elimination of federal school improvements funds contributed to the Superintendent's recommendation not to designate any additional schools in 2012. The four original districts include the Soap Lake, Morton, Renton, and Onalaska School Districts.

Because the federal School Improvement Grant (SIG) funding is apparently phasing-out, and there is no dedicated state funding source, it is not clear what the future of the Required Action District process is. In the short-term, lack of funding has rendered the process essentially moot, since no new schools are being identified by the Superintendent of Public Instruction.

The United States Department of Education's decision to grant a provisional ESEA flexibility waiver to Washington is a key turning point in the State Board of Education's efforts to implement "Phase II" of the state accountability system. The provisional waiver is a clear invitation to revise certain aspects of the Index to establish a school evaluation system that meets Washington's unique needs. A revised Index which meets federal requirements is a requirement of the continuation of the provisional flexibility waiver from USDOE, and must be delivered by June of 2013. At this point, USDOE has notified us that aspects requiring amendment include:

- Removing the current 'peers comparison' tool in the Index, which compares schools against a hypothetical peer school of a similar demographic profile, based on multiple regression analysis.
- Provide for the inclusion of test data for English Language Learner (ELL) students who have had a minimum of one year of instruction (in the case of reading) and immediately in the case of math. The current Index excludes test results for ELLs for three years based on a belief that students cannot be accurately assessed in a language in which they have not yet achieved proficiency.
- Include student growth as a component in the Index. Currently, the Index utilizes a school improvement measure, which measures school improvement over time by comparing test scores from one year to the next, comparing different cohorts of students. By contrast, a student growth model follows the same students over time to measure learning growth toward academic standard. This would represent an improvement to the current Index, made possible by the recent availability of growth data in Washington.

Developing a revised Achievement Index is a top priority for the Board over the next year. To aid in this work, the Board has established the Achievement and Accountability Workgroup (AAW) to help the Board in this undertaking. The AAW is comprised of a diverse group of representative stakeholders. The first meeting of this group is October 10, and the roster of membership is available on the SBE website. The AAW will provide structured input to the State Board of Education on the key design features of the revised Index in its first four meetings, and then deliberate on needed changes to the accountability system to reflect changes to the Index in the remaining four meetings. The overall goal is to ensure that the revised Index and accountability system measures complement each other in goal and purpose.

As the Board embarks on this work, it anticipates some constraints to full implementation. A significant constraint could be lack of state resources dedicated to school improvement. A revised achievement Index, by itself, may lack significance unless it drives a system of awards and sanctions, as well as technical assistance to schools that need it. The state budget

supported a form of school improvement for many years through a program known as Focused Assistance, but that funding was discontinued. The only budgeted funds currently dedicated to school improvement are so-called “earmark provisos” tailored to specific districts in the state, outside the statewide system established in E2SSB 6696. The current accountability framework in statute contemplates a continuum of state supports and services for schools in various stages of need, but the state budget provides limited financial support for such activities.

Career and College-Ready Graduation Requirements (ESHB 2261)

At the direction of the legislature, SBE has been working for more than five years on developing revised graduation requirements intended to prepare students for postsecondary education, gainful employment and citizenship.

Several factors motivated this work. First, prior to the work of the Board, the graduation requirements had not been substantively amended in over 30 years. However, the workforce needs of Washington State had changed significantly during that time. The two graphics below illustrate the growing divide that policymakers faced between what Washington State required for high school graduation and what employers needed to fill living wage, skilled jobs. Indeed, Washington had fallen behind many other states in the rigor of its graduation requirements, but had the clearest need for more workers with post-secondary education and training.

Chart A – Comparison Across States of High School Graduation Requirements (Reflects Class of 2013, After the Legislature Added the Required 3rd Credit of Math)

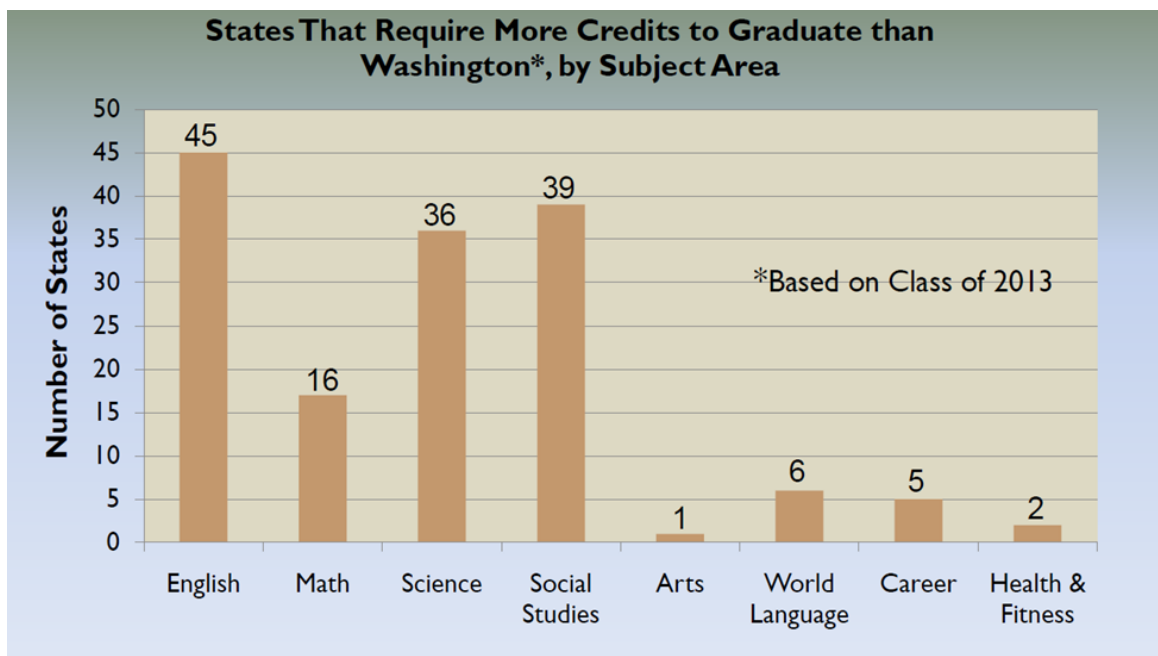
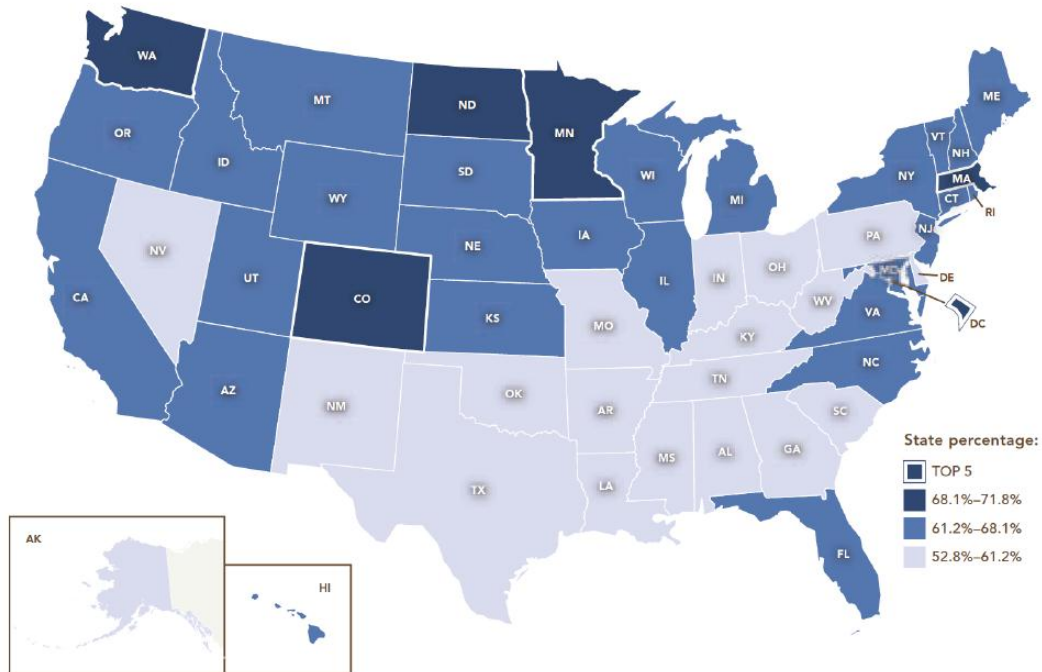


Chart B – Top States for Post-Secondary Jobs (Washington Ranks in the Top 5)

The top states for postsecondary jobs.

Source: Center on Education and the Workforce forecast of educational demand through 2018



The State Board of Education was also motivated by another gap – the gap between the minimum requirements for graduating from high school and the minimum admission requirements for four-year universities in Washington State. It remains conceivable that the valedictorian of a high school in the class of 2013 would not be eligible to apply to a four-year university in Washington State. It's more likely though that students who do not see themselves as college-bound as 15-year olds later regret not having pursued coursework that would have preserved their option to apply to a 4-year university straight out of high school. Because students without significant parental involvement are at greater risk in this regard, the Board continues to see this issue as an equity issue for underprivileged students.

The result of the Board's five years of work was the 24 credit career and college ready graduation requirement package, which was formally adopted by resolution of the State Board of Education in November of 2010.

Changes for the Class of 2013

The legislature took its first step toward improved graduation requirements in enacting Second Substitute House Bill 1906 during the 2007 legislative session. This bill required that the State Board of Education add a third credit of math to high school graduation requirements and prescribe the content of that requirement. In 2008, at the direction of the legislature, SBE approved and implemented the third credit of mathematics. Beginning for the class of 2013, the math coursework sequence is as follows:

1. Algebra 1 or integrated math 1;
2. Geometry or integrated math 2; and

3. Algebra 2, integrated math 3 or another high school math class aligned with the student's High School and Beyond Plan, and agreed upon with signed approval in a meeting with the student, parent or guardian, and a high school representative.

In 2009, the legislature affirmed the Board's work by incorporating the 24 credit graduation requirement framework as a cornerstone of the new program of basic education In Engrossed Substitute House Bill 2261. ESHB 2261 includes a requirement that school districts must:

"...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."

It further provided that the instructional program of basic education provided by each district shall include:

"...instruction that provides students the opportunity to complete twenty-four credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature. Course distribution requirements may be established by the state board of education."

Changes for the Class of 2016

In November of 2011, the SBE approved and implemented into rule part of the 24 credit package it had adopted by resolution in November of the previous year. The November action was limited to changes within the existing 20-credit framework, in accordance with language within ESHB 2261 which stated:

"...Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation."

Relying on OSPI's November 2010 fiscal analysis, the Board moved forward with the "no cost" changes now contained in WAC 180-51-067. This action formally implemented new 20-credit graduation requirements for the class of 2016 (students who entered the 9th grade in 2012-2013).

The implemented changes for the class of 2016 are as follows:

- An additional credit of English and half credit of social studies, including civics (per RCW 28A.230.093);
- A corresponding reduction of elective credits by 1.5 (to stay within the current 20 credit framework); and
- A requirement that 2 credits of health and fitness includes .5 credits of health and 1.5 credits of fitness.
- Along with new credit requirements, SBE implemented rule changes that allow flexibility to districts and students in satisfying graduation requirements. These include:
 - Elimination of the 150 hour definition of credit (allowing for competency-based credit);
 - Changing Washington State History and Government to a non-credit requirement, which allows schools to offer the course in middle school or high school;

- Create a policy that allows students to satisfy two graduation requirements for one Career and Technical Education (CTE) course, that has been locally determined to be equivalent to a non-CTE course (a “two for one” policy); and
- Allow 2-year extensions for districts to implement the English and social studies credit changes.

What remains to be implemented are the final four credits of the 24 credit career and college ready framework. Those remaining credits, which include an additional lab credit of science, an additional credit of arts and 2 credits of world language, are outlined in the chart below:

Chart C – Changes to High School Graduation Requirements Impacting the Class of 2013 and the Class of 2016.

Credits in red denote a change from the previous year

Subject	Class of 2013	Class of 2016 ⁽¹⁾	24-credit (yet to be adopted)
English	3	4	4
Mathematics	3	3	3
Science	2 (1 lab)	2 (1 lab)	3 (2 labs)
Social Studies	2.5	3	3
Arts	1	1	2
Health and Fitness	2	2	2
Occupational Education	1	1	1
World Language	0	0	2
Career Concentration	0	0	2
Electives	5.5	4	2
Total	20	20	24 ⁽²⁾

Future Challenges

Although implementation of the 24 credit framework remains a focal point, implementation of ESHB 2261 in its entirety is the ultimate priority for the Board. As the entity with responsibility for ensuring compliance with the provisions of basic education, the Board has an interest in making sure that the various program requirements contained in ESHB 2261 are phased-in in a coordinated and thoughtful manner. Accordingly, the Board continues to aid the legislature, the Joint Task Force on Education Funding, and the Quality Education Council in constructing an implementation plan to phase in the graduation requirements, in concert with the additional instructional hour requirements contained in the same bill, and the significant financial commitments the legislature subsequently made during the 2010 legislative session through SHB 2776.

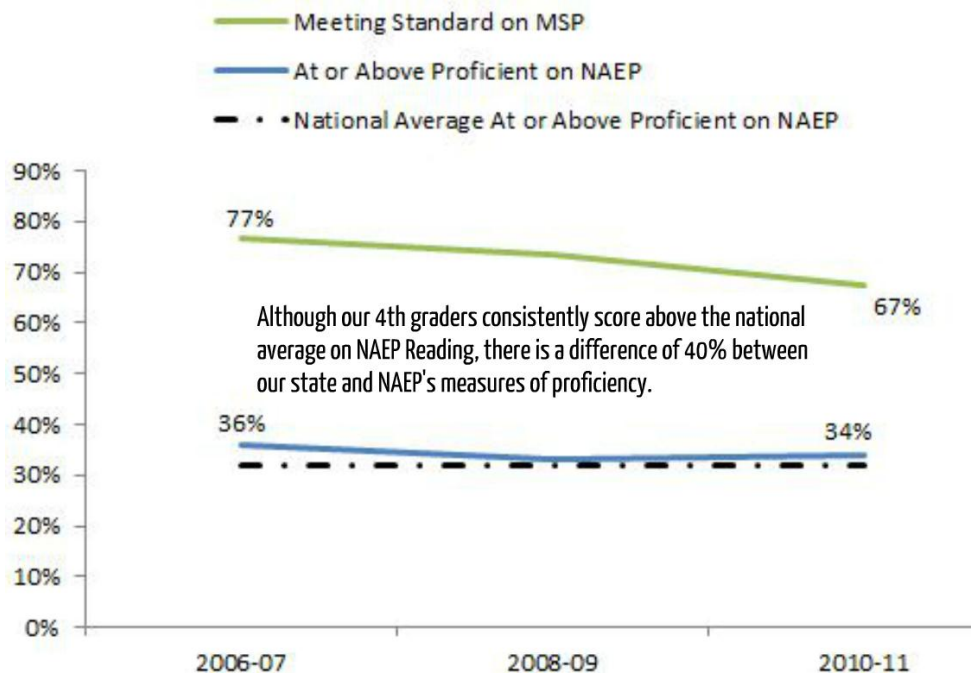
A number of obstacles confront the Board in this work. First among them is funding. The Board has essentially done everything within its statutory authority at this point to implement new

graduation requirements. The remaining work is in the hands of the legislature to fund the graduation requirements it established, and in so doing, address the findings of the *McCleary* decision handed down by the Washington State Supreme Court. *McCleary* made clear that full implementation of ESHB 2261 was the clearest path to constitutional compliance.

A second obstacle is simply the difficulty of the implementation task at hand. There are not necessarily clear “right answers” to the question of how best to phase in the graduation requirements over a period of time, how to sequence those changes with the other basic education program changes required by 2018, or how to fund each one of these requirements through the new prototypical school formula. One potential obstacle is that policymakers ‘make the perfect the enemy of good’ in implementing these important requirements, by searching for the one right phase-in plan that avoids all obstacles or inconveniences for practitioners. Further delay is likely to have consequences for student achievement in our state.

Below is a graph of one of Washington’s most important system outcomes – 4th grade reading scores. Research indicates that students who are not reading at grade level by the end of 3rd grade are much less likely to graduate from high school and persist in post-secondary education and training. As the data show, our 4th grade reading scores (revealing proficiency through the end of 3rd grade and perhaps half way through 4th grade) are on a downward trajectory. It’s also noteworthy that although our state Measurements of Student Progress (MSP) scores show 67 percent of students at proficiency, the National Assessment of Education Progress (NAEP), which uses a more rigorous definition of proficiency, reveals almost half as many students passing. Reversing this trend will require thoughtful and aggressive implementation of the new program of basic education. This remains a key strategic goal of the State Board of Education.

4th Grade Reading - MSP & NAEP



Waivers of Basic Education Requirements Enforcing Basic Education Program Requirements and Hearing Waiver Requests

Another responsibility of the State Board of Education is to process basic education waiver requests, the bulk of which concern the 180-day and 1,000 hour annual instruction time requirements districts must satisfy to receive general apportionment funding.

The legislature has set basic education requirements in statute to meet the paramount duty of the state, established in Article IX of the state constitution, to make ample provision for the education of all children residing within its borders and provide for a general and uniform system of public schools. The law sets a minimum instructional program of basic education that districts must offer, including but not limited to instructional hours, school days and graduation credit requirements (RCW 28A.150.200-220). The State Board of Education oversees districts' compliance with basic education program requirements. In administering these waivers, the Board has upheld the importance of adequate instructional time to improving student achievement.

The State Board has encountered several constraints in effectively implementing these requirements. As school districts have struggled financially during the economic downturn of the last two biennia, the State Board has seen high numbers of waiver requests. It has become apparent that school districts rely on waivers to implement professional development. It also has become apparent that the applicable statutes contain ambiguities that many school districts find counterintuitive, and in some instances, counterproductive.

Of primary interest are two aspects of the statutory framework for basic education waivers. They are as follows:

- **Inconsistent definitions of school 'hour' and 'day' for purposes of compliance.** The majority of initiatives that school districts seek a 180-day waiver for are already allowed under the statutory definition of "instructional hours," but not "instructional days." In other words, these activities – including WAKids implementation days, parent-teacher conferences, and others -- may be counted toward the 1,000 hour requirement, but not the 180 day requirement. This is counterintuitive to school districts, but is nevertheless the confirmed legal opinion of the Attorney General's office.
- **A minimum hour requirement for a day.** In many cases, the State Board of Education takes a skeptical eye toward waiver applications, believing that more instructional time, not less, is what students need to reach high standards. However, in practice, the Board has found that rejecting 180-day waive requests leads school districts into more half-day, part-days, and early releases. Districts denied a waiver for 3 days will, in many instances, simply implement 6 half days. There is no legal limit on half days because there is no minimum school day requirement in statute. The lack of a minimum length of school day requirement makes the 180-day school year requirement more challenging to implement in a meaningful way.

To provide the best criteria under the existing statutory framework, the Board has proceeded with establishing improved rules to govern waiver applications.

Process for establishing waiver criteria

RCW 28A.305.140 authorizes the SBE to grant waivers from the provisions of RCW 28A.150.200 through RCW 28A.150.220 on the basis that such waivers “are necessary to . . . implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student.” RCW 28A.305.141 creates a temporary authority to grant waivers for the purposes of economy and efficiency to a limited number of small districts.

Both statutes require SBE to adopt criteria to evaluate waiver requests. By adopting rules for waiver decisions, SBE demonstrates that it is meeting its statutory obligation to ensure compliance with basic education requirements. Rule adoption will also clarify issues that cause confusion for both school districts and policy makers and streamline and simplify waiver procedures that have grown overly complex and difficult for districts to follow.

At its regular meeting in May, 2012, the Board approved the filing of a CR-101, which initiates the rule-making process, for the purpose of drafting rules on evaluation of requests for waivers of the minimum 180-day requirement. The Board gave the following direction for draft rules:

- Create a new category of waivers for full-day, parent-teacher conferences that would not require formal action of the Board for approval, without a cap on the number of days.
- Eliminate procedures for Option 3 “fast track” waivers in WAC 180-18-050(3) and integrate with procedures for Option 1 waivers in WAC 180-18-050(1) and (2).
- Adopt criteria for evaluation of Option 1 waiver requests.
- Adopt criteria for evaluation of Option 2 “economy and efficiency” waiver requests.

SBE conducted a survey in May and June to collect feedback on potential rule criteria. The survey was sent directly to all district superintendents, and indirectly to school board directors, teachers and other interested persons through agency communications. The results of the survey were presented to the Board in July and posted on the SBE web site. Staff also initiated a plan to solicit comment on rule criteria through other channels. In the Board’s July meeting, the Board approved the filing of a CR 102 with proposed rules. The proposed rules:

- Set criteria for Option 1 waiver requests under RCW 28A.305.140 and WAC 180-18-040.
- Create a procedure through which a school district may be granted a waiver solely for the purpose parent-teacher conferences without formal action by the SBE.
- Integrate Option 3 “fast-track” waivers into Option 1 by striking WAC 180-18-050(3).
- Sets criteria for evaluation of Option 2 “economy and efficiency” waivers under RCW 28A.305.141.
- Reduce from 50 days to 40 days the required length of time, before the Board meeting at which they will be considered, that waiver requests must be submitted under WAC 180-18-050(2).
- Eliminate WAC 180-18-040, concerning waivers from the student-teacher ratio requirement, as the statute it references has been repealed.
- Make technical and other changes for clarity to WAC 180-18-040 and WAC 180-18-050.

In September the Board discussed possible legislation for the 2013 session affecting Basic Education Act (BEA) waivers, including changes to the definition of school day in RCW 28A.150.203 to align it more closely with the definition of instructional hours in RCW 28A.150.205.

The following is a list of the current waivers in the system, as of the date of publication of this Report.

Waivers granted under Option 1, the permanent process (WAC 180-18-040 (1))

District	# of Days	# of Years	Granted	Expires	New or Renew
Auburn	3	1	2012.07.12	2012-2013	R
Bainbridge-Elementary	4	3	2011.09.15	2012-2014	N
Bainbridge-Secondary	2	3	2011.09.15	2012-2014	N
Battle Ground	5	1	2012.07.12	2012-2013	N
Bethel	2	3	2011.03.10	2013-2014	R
Cascade	4	3	2012.07.12	2014-2015	N
Columbia (Walla Walla)	3	3	2012.08.06	2014-2015	N
Colville	6	3	2012.05.09	2014-2015	N
Cusick	2	3	2012.07.12	2014-2015	N
Deer Park	4	3	2011.09.15	2013-2014	N
Eastmont	5	3	2012.03.15	2014-2015	N
Edmonds	5	3	2011.03.10	2013-2014	R
Elma	3	3	2010.05.14	2012-2013	N
Entiat	4	3	2011.09.15	2013-2014	N
Federal Way	7	3	2011.07.14	2013-2014	R
Finley	3	1	2012.08.06	2012-2013	N
Granger	5	3	2012.03.15	2014-2015	R
Highline-Elementary	4	3	2011.09.15	2013-2014	R
Highline-Secondary	2	3	2011.09.15	2013-2014	R

District	# of Days	# of Years	Granted	Expires	New or Renew
Kelso	1	1	2012.07.12	2012-2013	N
Kettle Falls	4	3	2011.09.15	2013-2014	N
Lake Quinault	4	3	2011.05.12	2013-2014	R
Longview	3	3	2011.05.12	2013-2014	N
Lopez Island	4	3	2011.05.12	2013-2014	R
Medical Lake	4	3	2011.09.15	2013-2014	N
Methow Valley	6	3	2011.03.10	2013-2014	R
Monroe	4	3	2011.03.10	2013-2014	R
Mount Baker	4	3	2011.07.14	2013-2014	R
Mount Vernon	1	3	2011.09.15	2013-2014	N
Mukilteo	2	3	2010.08.25	2012-2013	R
Napavine	4	3	2011.05.12	2013-2014	R
Nespelem	6	3	7/15/2010	2012-2013	R
Newport	5	3	2011.03.10	2013-2014	R
North Franklin	4	3	2012.07.12	2014-2015	N
North Kitsap	5	3	2011.09.15	2013-2014	N
Northshore	5	3	2011.03.10	2013-2014	R
Oak Harbor	4	3	2011.09.15	2013-2014	N
Okanogan	4	3	2011.09.15	2013-2014	N
Omak	4	3	2011.07.14	2013-2014	N
Onion Creek	5	3	2011.05.12	2013-2014	R

District	# of Days	# of Years	Granted	Expires	New or Renew
Orient	4	3	2011.05.12	2013-2014	R
Oroville	3	3	2011.07.14	2013-2014	N
Othello	6	3	2011.05.12	2013-2014	R
Prosser	4	3	2012.07.12	2014-2015	N
Republic	2	3	2012.07.12	2014-2015	N
Rosalia	2	3	2010.05.14	2012-2013	N
Seattle	3	2	2011.03.10	2012-2013	R
Seattle Elementary	3	2	2011.03.10	2012-2013	R
Seattle Middle/High	1	2	2011.03.10	2012-2013	R
Sedro Wooley	3	3	2011.03.10	2013-2014	N
Sequim	4	3	2011.07.14	2013-2014	N
Shoreline	5	3	2011.03.10	2013-2014	R
Snohomish	4	3	2012.03.15	2014-2015	N
South Bend	3	3	2012.03.15	2014-2015	R
Stevenson-Carson	1	1	2012.07.12	2012-2013	N
Sunnyside	7	3	2011.09.15	2013-2014	R
Tacoma	2	3	2012.07.12	2014-2015	R
Tacoma	Varies by school	1	2011.05.12	2013-2014	R
Thorp	2	3	2012.07.12	2014-2015	N
Wahkiakum	4	3	2011.09.15	2013-2014	R
Waitsburg	2	3	2011.07.14	2013-2014	R

District	# of Days	# of Years	Granted	Expires	New or Renew
West Valley	4	3	2012.07.12	2014-2015	N
Zillah	7	3	2011.05.12	2013-2014	R

Option One Waivers for WaKIDS Implementation (one year only)

District	Schools	# of Days	Granted	Expires
Anacortes	Whitney	3	2012.05.09	2012-2013
Bremerton	Armin Jahr, View Ridge, West Hills STEM Academy, Naval Avenue Early Learning Center, Crownhill, Kitsap Lake	2	2012.07.12	2012-2013
Centralia	Jefferson Lincoln	3	2012.07.12	2012-2013
East Valley	Trent, CCS, East Farms	2	2012.07.12	2012-2013
Edmonds	Cedar Valley	3	2012.05.09	2012-2013
Everett	Garfield, Hawthorne, Madison, Jefferson, Lowell, Monroe, Silver Lake, View Ridge, Woodside	3	2012.05.09	2012-2013
Federal Way	Lake Grove, Mark Twain, Mirror Lake, Olympic View, Sunnycrest, Wildwood	1	2012.05.09	2012-2013
Ferndale	Central	5	2012.05.09	2012-2013
Highline	Beverly Park, Cedarhurst, Hilltop, Madrona, McMicken Heights, Midway, Seahurst, White Center Heights	2	2012.05.09	2012-2013
Mabton	Artz Fox	2	2012.07.12	2012-2013

District	Schools	# of Days	Granted	Expires
Mary Walker	Springdale	3	2012.07.12	2012-2013
Mount Vernon	Centennial, Madison	3	2012.05.09	2012-2013
Prosser	Whitstran, Keene Riverview	4	2012.05.09	2012-2013
Renton	Campbell Hill, Lakeridge, Renton Park, Tiffany Park	2	2012.07.12	2012-2013
Royal	Red Rock	2	2012.05.09	2012-2013
Wenatchee	Lewis and Clark, Lincoln, Mission View, Columbia	3	2012.05.09	2012-2013

Option 2 (Waivers granted under pilot process for efficiency & economy (RCW 28A.305.141))

District	# of Days	# of Years	Granted	Expires	New or Renew
Bickleton	<150	3	2012.03.15	2013-2014	R
Paterson	<150	3	2012.03.15	2013-2014	R

Option 3 (pilot process) (WAC 180-18-050(3))

District	# of Days	# of Years	Granted	Expires	New or Renew
Adna	3	3	2011.05.11	2013-2014	N
Arlington	3	3	2011.06.14	2013-2014	N
Asotin-Anatone	2	3	2011.06.02	2013-2014	N
Bellingham	3	3	2010.08.25	2012-2013	N

District	# of Days	# of Years	Granted	Expires	New or Renew
Blaine	3	3	2011.03.07	2012-2013	N
Cle Elum	3	3	2011.05.11	2013-2014	N
Colfax	2	2	2010.09.26	2011-2012	N
Colton	2	2	2011.08.04	2013-2014	N
Columbia (Hunters)	3	3	2011.08.04	2012-2013	N
Columbia (Walla Walla)	3	3	2010.08.16	2012-2013	N
Curlew	2	3	2010.08.16	2012-2013	N
Davenport	2	3	2010.08.25	2013-2014	N
Garfield	3	3	2011.06.24	2013-2014	N
Kittitas	3	3	2011.05.11	2013-2014	N
LaCrosse	1	1	2011.06.24	2011-2012	N
Mary Walker	3	2	2011.08.12	2012-2013	N
Naches Valley	2	3	2011.04.25	2013-2014	R
Oakesdale	2	3	2011.04.25	2013-2014	R
Ocean Beach	3	2	2011.05.11	2012-2013	N
Olympia	3	3	2011.06.30	2013-2014	N
Palouse	3	3	2011.04.25	2013-2014	R
Port Angeles	2	3	2011.08.12	2013-2014	N
Raymond	3	3	2011.05.11	2013-2014	N
Reardan-Edwall	3	3	2010.09.27	2012-2013	N
Selkirk	3	3	2011.06.24	2013-2014	N

District	# of Days	# of Years	Granted	Expires	New or Renew
Sultan	2	3	2010.08.25	2012-2013	N
Sumner	3	3	2011.08.09	2013-2014	N
Tahoma	3	3	2011.03.21	2013-2014	N
Tekoa	2	2	2011.08.04	2013-2014	N
Valley	3	3	2011.06.24	2013-2014	N

Waivers granted from the credit-based graduation requirements of WAC 180-51-061 (1)(a) through (h) and WAC 180-51-066 (1)(a) through (h)

District	School	# of Years	Granted	Expires	New or Renew
Highline	Odyssey High School	6	2012.03.15	2018-2019	N

Establishing More Rigorous and Relevant Standards, Calibrated Along the Entire Certification and Career Continuum, Ensuring Culturally-Competent Professional Practice and Integration of STEM

When the PESB gained its rulemaking authority in 2006, priority number one was thorough review and revision of educator preparation and certification standards; and we have engaged in continual review to ensure ongoing rigor and relevance ever since. What research and best practice suggest as important for beginning teachers to know and be able to do, is a rapidly evolving and often additive set of knowledge and skills. The role of the PESB is to ensure our standards reflect those knowledge and skill competencies most critical to student achievement.

A key focus in addressing the achievement gap for K-12 students is ensuring an educator workforce that reflects the cultural competence in professional practice necessary to serve the increasingly diverse populations in our public schools. As directed by SB 5973 (2009) and in collaboration with the Achievement Gap Oversight and Accountability Committee, the NW Educational Laboratory and statewide stakeholders, the PESB assembled a Cultural Competency work group whose [report and recommendations](#) led to PESB adoption of new standards across the educator career continuum.

Additionally, in 2010 PESB issued the report [Strengthening the Continuum of Teacher Development](#) in response to ESHB 2261. Preparation programs are now expected to produce evidence of how their candidates are meeting these revised standards through program review, required data reporting and a variety of candidate assessments.

These adoptions 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 that all educators need to support English Language Learners (ELL).

In the area of STEM education PESB served on OSPI's STEM work group which developed [recommendations](#) to the legislature on the recruitment of teachers and leaders who are prepared to provide effective STEM instruction.

Currently the PESB and OSPI are collaboratively reviewing and revising content standards for educators to ensure they reflect common core standards for students and that STEM-related content standards support integration of STEM subject matter. This review and revision process involves dozens of educators and higher education faculty with specific subject matter expertise which will follow significant vetting from school districts and practitioners. Adoption by the PESB is anticipated in January for the secondary math, secondary language arts, reading and elementary endorsements. The middle level and early childhood special education endorsements are coming forward for adoption no later than May. Alignment of the science endorsements to the common core will begin in 2013-14 when the science common core is finalized.

One challenge to the PESBs ongoing update of standards for beginning teachers is that they often exit programs with new knowledge and skill competencies their more experienced peers did not gain during their preparation. For new knowledge and skills the legislature desires teachers to possess that "stick", such as STEM, cultural competency and language acquisition,

new teachers need school environments where their peers and school leaders are modeling and support new practices. The professional development challenge for our veteran teaching force is enormous, but without it our preparation efforts are undermined.

The PESB's Educator Retooling program, originally created in a time when our state was experiencing shortages in key subject areas, has expanded to not only help districts fill vacancies, but to help districts enhance the credentials of their existing workforce, particularly of veteran teachers needing greater skills in language acquisition by gaining their ELL endorsement.

While ongoing review and revision of standards is fundamental and ongoing, it is critical that we have valid and reliable assessments requiring educators to demonstrate they have successfully attained the knowledge and skills necessary to meet those standards.

Implementing New High-Stakes Measures of Teacher Effectiveness

Washington leads the nation on two new assessments that require demonstrated effectiveness in order for teachers to earn either their entry-level (residency) or second-tier (professional) certificates.

Preservice Teacher Performance Assessment (edTPA)

Washington is the lead state in a 22-state consortium implementing the Teacher Performance Assessment (edTPA) that will serve as a key accountability measure related to preparation program quality and as a requirement for entry-level certification for all Washington State preparation program completers.

The edTPA is a classroom-based assessment administered during the student teaching field experience. The readiness of a candidate to teach effectively is the focus of this assessment and it includes written documents, video clips, samples of P-12 student work and written teacher candidate reflections. This assessment is in addition to the existing candidate observations by university/college mentors and K-12 supervising teachers. All PESB-approved teacher preparation programs in Washington State are currently participating in the national edTPA field trail with all their preservice candidates. At the national level, the consortium of states led by Stanford University, American Association of Colleges of Teacher Education, and the Council of Chief State School Officers, with Pearson as an operational partner, is all committed to a rigorous research and policy agenda aimed at ensuring the predictive validity of this assessment for use across all states.

Key features

The edTPA:

- Is being developed in collaboration with Stanford University and Pearson Testing, and will meet psychometric standards for validity and reliability;
- Will assess teacher candidates in the P-12 classroom, not on paper or on campus;
- Will include written documents, video clips, samples of P-12 student work, and written reflections;
- Will be submitted and scored electronically;

- Will be scored by P-12 educators, university faculty, and others with appropriate credentials and experience in the subject being taught;
- Will be a national assessment, allowing the performance of Washington candidates to be benchmarked against prospective teachers in other states; and
- Is expected to cost prospective teachers approximately \$300; less than is typical for other performance-based assessments such as National Board at \$2,500.

What the edTPA will tell us

Planning. *What is the evidence that candidates can use knowledge of content and student characteristics to plan effective instruction centered on state learning goals?*

Instruction. *What is the evidence that candidates can actively engage students in learning academic content?*

Assessment. *What is the evidence that candidates can analyze student learning in order to provide feedback and plan the next steps in instruction, and change teaching practices?*

Academic language. *What is the evidence that the candidate can analyze the language demands of academic content and provide appropriate scaffolding based on students' language development?*

Student voice. *What is the evidence that candidates can engage students in understanding the learning targets and monitoring their own progress toward the goals?*

Why it's important

The edTPA is being developed at a time when educators and policymakers are searching for better ways of assessing teacher performance. When fully implemented, the edTPA will provide a valid and reliable classroom-based assessment of key instructional skills among preservice teachers and will serve a number of purposes:

- Helping determine readiness for certification;
- Providing guidance to prospective teachers on their professional development needs; and
- Offering useful feedback to teacher preparation programs.

The edTPA is substantially aligned with state and national standards for teachers. While not a direct test of content knowledge, it supports the Common Core State Standards by emphasizing instruction that is focused, coherent, and centered on student learning aligned with state goals. The edTPA is intended to establish a national framework for assessment of preservice teachers that will inform educational reform efforts. Currently, over 20 states are considering use of this assessment. Washington is a lead state in this effort and is on track to become the first state in the nation to fully implement it.

Next Steps on the edTPA

Per 6696, in the upcoming 2012-13 school year, the PESB will set the date on which successful passage of the edTPA will be required for certification. This decision will be greatly informed by field trial data from all Washington State teacher preparation programs, as well as preparation programs in 6 other states participating in the field trial. This data will assist the PESB, and its technical advisory committee of national experts in psychometrics and assessment for licensure, examine the validity and reliability of the assessment for high-stakes decisions.

edTPA Challenges

Part of the PESB's charge in ensuring the highest standards for educator preparation and certification is ensuring high quality field placements for preservice teacher. More than ever, we rely upon districts to help us ensure high quality placements of individuals who represent their future workforce. 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.

Many of the significant challenges in implementing the edTPA are purposeful drivers. The edTPA requires early and substantial length and quality of field placement. Candidates will struggle if the experienced teachers supervising them lack updated understanding of newer concepts now incorporated into preservice preparation, such as aspects of culturally competent professional practices or solid understanding of language acquisition. Thus the edTPA will drive higher quality field placements and preservice candidate mentoring if our candidates are to succeed on this assessment.

At its July meeting, PESB members heard from preservice teacher candidates who participated in the edTPA field trial. While teacher candidates testifying to the board all confessed apprehension at the beginning of the portfolio assessment, most of the comments were very positive. "For me the TPA was intense and profound reflection. It helped show me how everything I was doing was coming together and what it meant for impact on the kids and their learning" said Maria Ponce, teacher candidate from Heritage University and the first in her family to attend college. Echoed Clem See, a former engineer now an elementary teacher candidate from the University of Washington: "I don't think anybody WANTED to do it . . . but the TPA turned into something I valued quite a bit by the end because it was the first time that I took everything I'd absorbed over the first three months of being in the classroom, and really thoughtfully put it together like a puzzle."

Adrienne Wicklund, University of Washington, who has taught in a private school for two years acknowledged that returning to teacher preparation was needed because she "didn't have enough tools to continue" and added, "[the] TPA gave me insight into the entire teaching cycle. It gave me a picture of what an excellent teacher really does day in and day out".

PESB members asked the panel about the challenges and impediments they encountered as the first group to complete the edTPA. Candidates on the panel pointed to some difficulties related to being the first to take the test, but also suggested that supervising teachers in classrooms will need better understanding of the assessment to support candidates.

ProTeach Portfolio

Washington State's ProTeach Portfolio, required for all teachers to achieve their second-tier (professional) teaching certificate is the first consequential portfolio assessment in the United States that is authored and scored entirely online.

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

Teachers who hold the entry-level, residency, certificate must meet the passing score on the ProTeach Portfolio in order to achieve their second-tier, professional, certificate. Teachers are expected to work toward their professional certificate following two years of teaching experience. Two residency certificate renewal options, recognizing less than full-time or breaks in service as well as opportunity to retake if unsuccessful, allow teachers up to 9 years to achieve the professional certificate.

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.

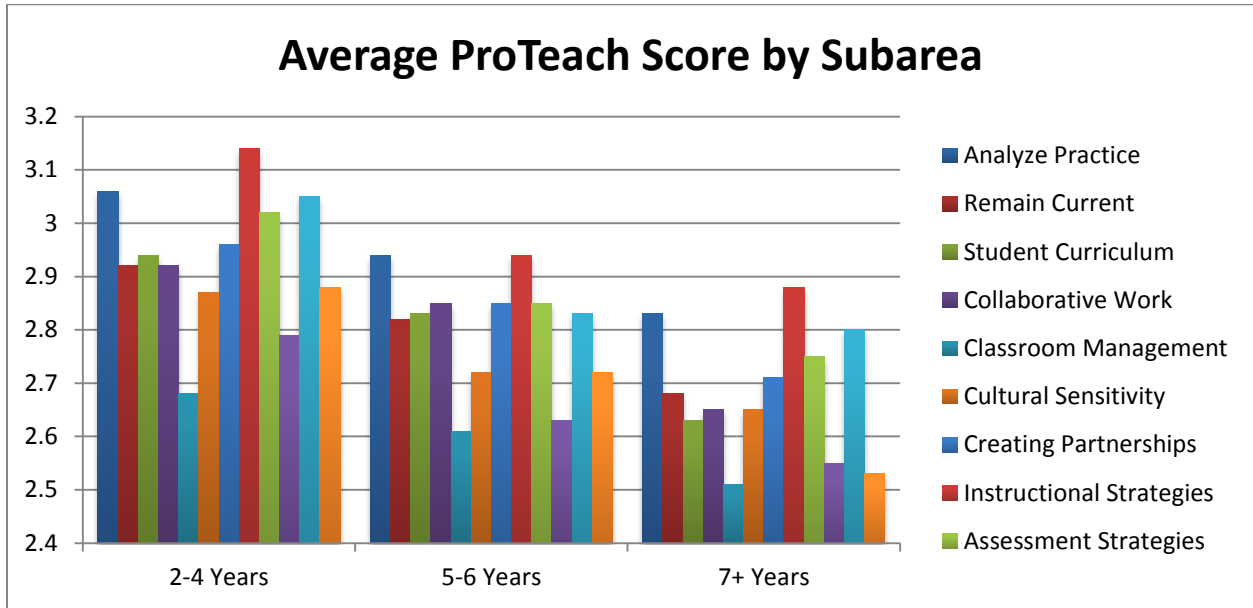
The portfolio is comprised of three entries. The 3 standards and 12 criteria are measured across the three entries:

- 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, and of Washington reform, is the ways in which the teacher provides evidence of practice through *student voice*. Student voice is a particular type of evidence or artifact. It refers to evidence of learning from the students' perspective(s). The term "voice" is not meant to imply that this evidence must be oral or even verbal.

What we’re learning

One early finding of note is that teachers with less experience appear to be outperforming their more experienced peers. This may reflect the fact that the PESB’s shift to evidence-based standards at the preservice level has meant greater familiarity among more recent preparation program completers with the practice of gathering student-based evidence and analyzing it to make changes and improvements in their own practice.



Since the Legislature, via 2261, and the PESB establish the ProTeach Portfolio as a single high-stakes measure for teachers to continue to hold licensure, the PESB has pursued and secured funding for research on the predictive validity of the assessment. With a grant from the Gates Foundation, researchers at the Center for Reinventing Public Education at University of Washington-Bothell will

The early results related to the performance of less experienced teachers over their more experienced peers, combined with research results to suggest that higher scores on the ProTeach relate to student achievement gains, could bring significant positive affirmation that teacher preparation and the continuum of teacher development through the professional certificate is on track and directly benefits student achievement.

Linking Measures of Educator Effectiveness to Evaluation of Preparation Program Quality

Like most states, preparation program oversight and evaluation has historically relied on formal accreditation site visits at a set period of time in which professional expertise and judgment are brought to bear on assembled evidence. The PESB, however, is fundamentally transforming our system of educator preparation program evaluation, with far greater transparency in results and practice, and emphasis on measures of educator effectiveness, as evidenced by their impact on students and schools. The public expects, and preparation programs deserve, more transparent, meaningful, ongoing data to inform continuous improvement and accountability. This need for change is further supported by repeated statements by programs to the PESB that data collected for reporting / program review purposes is often not useful for program improvement, and that the lack of a common data “language” across programs makes deeper inquiry and dialogue around best practices difficult. Overall, the current system falls short both in terms of both providing timely, meaningful data, and doing so by means of efficient and effective data systems.

This commitment to redesign is further reflected in the PESB’s 2011-2015 strategic plan, which states as goal and outcome:

“Establish transparency and public accountability for preparation program quality and program approval that is clearly linked to the success of program completers, as measured by student-based evidence.”

“By 2015, PESB teacher and principal preparation program oversight and approval will incorporate measures of educator effectiveness, including aggregate results from the statewide evaluation system and the Washington Teacher Performance Assessment.”

In 2010 the PESB launched the preparation program data project, engaging program leaders and the staff within programs who have key responsibilities related to program level data collection, organization, and review. Our goal is to develop an accountability system based on a common framework of evidence used across programs. Policy supporting this system would distinguish between the outputs we will collect for program approval and those that support meaningful dialogue and action resulting in program improvement. In doing so, more data will be collected by and from programs over time. The transition to a new system is significant; but over the long term programs and PESB will use key indicators of this system to:

- Drive deeper inquiry into programs that are demonstrating strong candidate outcomes;
- Allow greater regulatory flexibility for programs demonstrating solid performance on key indicators; and
- Provide information to the general public.

An early recognition in this project has been 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.

Program standards will continue to serve as expectations by which programs are evaluated, but over time, program evaluation will be increasingly populated with new metrics of evidence

related to the standards, and more data will be available on an ongoing basis - annually or as requested - rather than presented only as part of program site visits.

Expand Alternative Routes to Teacher Certification and Require all Public Higher Education Institutions to Offer an Alternative Route

6696 required that by September 2011, all PESB-approved teacher preparation programs at public institutions of higher education in Washington, not already offering an alternative route to teacher certification as defined in 28A.660, submit a proposal to the PESB to offer one or more alternatives route program(s). At the time 6696 was enacted, only one public institution offered an alternative route program. In the six months from passage of the legislation to the September deadline, the PESB provided extensive information and guidance to public institutions in developing program designs for their alternative route proposals.

Several institutions' first submitted proposals were turned back for further work to better align with PESB and legislative intent. All but one institution submitted a successful proposal by the September deadline; the final public institution received approval at the following PESB meeting in November. Highlights of the public institutions' alternative route designs include:

- Support for Hispanic Math teachers in the North Central region of the state;
- Using state of the art hybrid programming to deliver access to teacher preparation in hard to reach geographic areas in Eastern and Central Washington;
- Support for teachers from historically underrepresented populations to earn residency certification with shortage area endorsements;
- Support for paraprofessionals from underrepresented populations to become dual endorsed teachers in rural areas of eastern and western Washington; and
- Program status and projected start dates - PESB will be visiting with public institutions to determine their progress toward establishing viable alternative route programming in partnership with the districts they serve. The status of the public institutions approved alternative route programs are as follows:
 - Central Washington University - Summer 2012 - Operating
 - University of Washington Seattle - Summer 2012 - Operating
 - Western Washington University - Summer 2012 - Not operating
 - University of Washington Bothell - Summer 2012 - Not operating
 - Washington State University - Summer 2012 - Not operating
 - The Evergreen State College - June 2013
 - University of Washington Tacoma - June 2014
 - Eastern Washington University - TBD

Status of Alternative Route Programs

Since its inception in 2001, Alternative Route programs have supported through scholarships over 1,700 candidates seeking educator certification. The proviso for PESB programs which also includes the Educator Retooling and Recruiting Washington Teachers programs was well supported at over 2 million in funding per year through the preceding biennium. During the economic downturn, the total proviso for all PESB programs including Alternative Routes was reduced to \$312,000. In response, PESB established priorities for funding scholarships that assured programs most at risk of closing would receive support.

Funding

In the Governor's proposed base budget for the 2013-15 biennium, PESB anticipates funding to be substantially restored to \$2,090,000 per fiscal year. PESB will restore funding of scholarships in alternative routes to the FY 2010 levels. The PESB will continue to prioritize scholarship awards based on:

- **Priority 1 – Scholarship Awards by Veteran Status** - Under RCW 28A. 660.055, programs must give priority to Alternative Route Program candidates seeking scholarships who are eligible Veterans or members of the National Guard;
- **Priority 2 – Scholarship Awards and Priority Assistance for Schools with Significant Achievement Gap** - Under RCW 28A. 660.035, programs must give priority to Alternative Route Programs who partner with school districts identified by OSPI as having a significant achievement gap;
- **Priority 3 – Scholarship Awards by geographic and content shortage area & by need for Program** - Programs may partner with districts with shortages of teachers in specific content area endorsements as priority for awarding scholarships to Alternative Route candidates. Districts in partnership with Alternative Route providers may identify regional shortage areas.

Recommendations

Restoration of PESB's program proviso to pre 2010-12 biennial levels will support implementation of intentional partnerships between colleges of education and school districts. Several public colleges of education are poised to deliver highly innovative Alternative Route Programs in partnership with districts that have identified candidates of promise within their communities who possess high academic attainment and more closely resemble the communities and students they serve than does the present teaching force. PESB will continue to develop best practice approaches for alternative routes to be responsive to school district work force needs.

Open Educator Preparation Programs Beyond Higher Education Institutions Without Compromising Standards of Quality

The PESB's experience with setting and upholding more rigorous preparation program standards since it gained its authority in 2006, and our experience with alternative routes to teacher certification since 2002, leads us to recommend and the legislature to enact in 6696, expansion of educator preparation to include entities beyond higher education institutions. While this is not unusual state policy, few states have been able to do so without compromising standards of quality in some.

To prepare for applicants other than higher education institutions, the PESB had to explore other means of assessing and overseeing capacity of these entities; particularly with regard to their fiscal solvency and commitment to future educators enrolled in their programs. We worked closely with the state auditor's office and others to develop new measures and requirements for nonprofits to demonstrate their commitment to solid business practices and to meet federal guidelines for financial aid, where applicable.

In just six months, the PESB modified all processes and standards to create an application process and staff technical assistance plan to guide prospective programs through the review

and approval process. Dramatic reductions in district hiring due the economic recession has delayed interested entities, such as community colleges and the nonprofit organization The New Teacher Project, from pursuing full approval as an educator preparation program in Washington State. In the meantime, the PESB continues to work with existing and potential providers to ensure adequate access, opportunity and variety of pathways exists for individuals to become certified educators in Washington State.

Facilitate School District Identification of Projected Staffing Needs to Inform Preparation Program Recruitment and Enrollment

Based on recommendation from the PESB, the legislature provided funding for the PESB to convene school district representatives and representatives from educator preparation programs at gatherings in each of the nine Educational Service Districts. It was anticipated that districts would share their projected need related to the educator workforce and that this would inform recruitment and enrollment practices at educator preparation programs. Regional dialogues and a follow-up survey yielded some key findings captured in a report to the Legislature along with recommendations for changes in policy and practice:

- Washington school districts historically hire very late compared to other states - close to or even after school opening – due to concern that their funding allocation based on enrollment will cause loss of revenue to support all new contracts if projections are too optimistic.
- Two areas of state support would enable districts to make earlier hiring decisions and thus improve their workforce and retention: 1. Forecasting support; and, 2. Relief from allocation “risk”.
 - PESB discovered that districts with contracts to consultants who produced forecasts for future enrollment improved their hiring practices. PESB recommends that forecasting tools be made available to districts through OFM forecasting.
 - PESB also discovered that districts are often reluctant to improve hiring practice (i.e., hire earlier based on needed teacher competencies) because of the risk of over-calculating enrollment and placing new teachers on contracts that cannot be broken if enrollment is less than anticipated.
- Enrollment statewide has varied only slightly and predictably. K-12 populations in Washington State have grown at close to 1% a year over the last decade. District by district enrollment shifts can be significant contributing to risk aversion that causes districts to delay workforce actions (hiring).

PESB staff is continuing to work with school districts that have made strides in addressing these issues and have proactive systems for recruitment, hiring, and assignment. In addition, the PESB will work with the legislature on potential changes in RCW suggested by the PESB report. Particularly, creation of a “hold harmless” model for enrollment and fix the beginning enrollment count as early as June for the upcoming school year, and then minimize the impact if the actual enrollment was less than anticipated. In addition, it will be important to explore what expectations for changes and improvement in school district workforce development practices would be expected as a result of the state minimizing risk.

Ensuring Momentum and Coherence as We Progress

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.

We view the work we have accomplished as 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 all must be met with increased system supports provided by the legislature.

Adequate funding for focused professional development

Prompted by 2261 and 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 addition, as preparation programs are making changes to ensure beginning teachers are effective related to new Common Core Standards for students, the larger challenge will be professional development for the much larger number of teachers already in our classrooms. State investment in professional development of our existing educator workforce is necessary for us to achieve the increased scope and level of effective practice we expect, as well as to provide professional learning communities that can support these competencies in beginning educators.

Changes to the instructional programs of basic education and funding allocations

The Legislature has made a number of significant changes to the program of basic education, both in terms of the programmatic requirements of districts, and the financial commitment required of the legislature to support the prototypical school framework. While these changes have been adopted, for the most part they have not yet been implemented. What remains is the difficult but essential work of developing a thoughtful phase-in plan to ensure that these historical changes become a reality for Washington’s school children.

In this endeavor, we look to the Quality Education Council and the Joint Task Force on Education Funding to lay out a path for implementation of career and college ready graduation

requirements, increased instructional hour requirements in the secondary grades, and implementation of the prototypical school framework. Rapid implementation absent commensurate funding is likely to create skepticism in the field. Conversely, rapid investment without the accompanying program requirements does not provide us the assurances we need that outcomes for students will improve in our system.

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.

In conclusion, we are at a juncture of great potential for improvements in student learning. But we also face a some risk of losing momentum from the historic changes contained in the key reform legislation passed in the 2010 and 2011 legislative sessions. Through the work of our two Boards, important reform has already been implemented. To realize the full vision of a world class education for each Washington student, however, Washington must develop and implement a plan to implement its Constitutional commitment-- to make ample provision for the education of all children.

Appendix A: State Board of Education Members and Staff

Washington State Board of Education Members

Five elected by local school directors (three from the west side of the state, two from the east side of the state):

Cynthia “Cindy” McMullen.
Phyllis Bunker Frank
Bob Hughes
Kevin Laverty
Tre Maxie

One private school representative elected by the members of the state-approved private schools:

Judy Jennings

Superintendent of Public Instruction:

Randy Dorn

Seven Governor Appointees:

Bernal Baca, Ed.D.
Amy Bragdon
Sheila Fox, Ph.D.
Connie Fletcher
Kristina Mayer, Ed.D.
Mary Jean Ryan
Jeff Vincent, Chair

Two students selected through a process by the Washington Association of Student Councils (students do not have voting rights):

Matthew Spencer, Western Washington
Eli Ulmer, Eastern Washington

State Board of Education Staff:

Ben Rarick, Executive Director
Sarah Rich, Policy Director
Aaron Wyatt, Communications and Partnerships Director
Jack Archer, Senior Policy Analyst
Linda Drake, Senior Policy Analyst
Emily Persky, Policy Analyst
Loy McColm, Executive Assistant

Appendix B: Professional Educator Standards Board Members and Staff

Professional Educator Standards Board Members:

Eleven Governor Appointees:

Bruce Becker, Technology Integration Specialist, Lake Washington School District
Lori Blanchard, Parent/Citizen
June Canty, Professor, Washington State University, Vancouver
Colleen Fairchild, Third Grade Teacher, North Kitsap School District
Molly Hamaker-Teals, Assistant Principal, Kennewick School District
Lester “Flip” Herndon, Superintendent, Bremerton School District
Nancy Smith, K-12 Literacy Coach, Bellingham School District
Barbara Taylor, Integrated Science and Biology Teacher, Othello School District
Jodi Thew, Principal, Prescott School District
Noah Zeichner, Teacher, Seattle Public Schools
One vacancy

Superintendent of Public Instruction:

Randy Dorn

Professional Educator Standards Board Staff:

Jennifer Wallace, Executive Director
David Brenna, Senior Policy Analyst
Stefanie Cady, Office Assistant
Pamela Cook, Executive Assistant/Office Manager
Patty Finnegan, Program Specialist
Joseph Koski, Director, Program and Workforce Data and Research
Patti Larriva, Director, Educator Assessments
Erin Marzwick, Administrative and Technology Systems Support
Mea Moore, Director, Educator Pathways
Corll Morrissey, Program and Partnerships Specialist
Brendan O'Connor, Program Specialist
Maggie Pazar, Administrative Assistant
Coleen Putaansuu, Program Specialist
Cheryl Ricevuto, Director, Program Specialist

Appendix C: State Board of Education Strategic Plan**Goal One: Effective and Accountable P-13 Governance****A. Improve the current P-13 education governance structure**

- I. Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.
- II. Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.

Goal Two: Comprehensive Statewide K-12 Recognition and Accountability**A. Revise the Achievement Index**

- I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.
- II. Develop an Achievement Index that includes student growth data and meets with approval by the USED.

B. Establish performance improvement goals for the P-13 system

- I. Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.
- II. Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.

C. Develop and implement a statewide accountability system

- I. Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.
- II. Advocate for legislation and funding to support a robust and student-focused accountability system.

Goal Three: Closing Achievement Gap**A. Promote policies that will close the achievement gap**

- I. Promote and support best practices that will close the achievement gap
- II. Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.

B. Advocate for high quality early learning experiences for all children.

- I. Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.
- II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students

C. Promote policies for an effective teacher workforce

- I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students
- II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance

Goal Four: Strategic Oversight of the K-12 System**A. Work with districts to ensure Basic Education Act Compliance***Commitment:*

- I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.
- II. Put into rule clear and effective criteria for waivers from the 180-day school year.

B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions

- I. Examine policy issues related to the oversight of online learning for high school credits
- II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012

C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.

- I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.

Goal Five: Career and College Readiness for All Students	
A.	Provide leadership for graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship
	I. Advocate for the implementation of Washington career and college-ready graduation requirements
	II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776
B.	Identify and advocate for strategies to increase postsecondary attainment citizenship
	I. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies
	II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.
C.	Promote policies to ensure students are nationally and internationally competitive in math and science
	I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement
	II. Request funding as phase-in for new science graduation requirements by 2013-15 biennium

Appendix D: Professional Educator Standards Board Strategic Plan: 2011-2015

Vision

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.

Mission

The mission of Washington's Professional Educator Standards Board is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students.

PESB Purpose (RCW 28A.410.210)

Establish state policies and requirements for the preparation and certification of education professionals, ensuring that they:

- Are competent in the professional knowledge and practice for which they are certified;
- Have a foundation of skills, knowledge and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals;
- Are committed to research-based practice and career-long professional development; and
- The PESB also serves as an advisory body to the Superintendent of Public Instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.

PESB Roles

In fulfilling its statutorily required responsibilities, the PESB plays several key roles:

- **Policymaker** - Regulatory policy making and oversight of Washington's system of educator preparation, certification, continuing education and assignment;
- **Program Implementer** - Operation of legislatively-mandated programs;
- **Advocate** - Advocacy for mission-related policy, programs and resources for students and educators; and
- **Advisor** - Strategic advice and guidance to the Governor, the Legislature and the Superintendent of Public Instruction on the full range of issues affecting certified educators.

The roles encompass both the existing educator workforce, and prospective (pre-service) educators.

Summary of Goals

The Goals for the PESB 2011-2015 plan are a result of a process of needs assessment and environmental scanning and build upon the accomplishments of the Board's previous goals and strategic plan crafted in 2006.

- Goal 1: Ensure that educator preparation programs supply highly effective educators that meet the needs of Washington's schools;
- Goal 2: Collaboratively establish policy and system supports for quality educator development along the career continuum;
- Goal 3: Facilitate and advocate for improved statewide educator and workforce data Collection and use needed to inform state policy;
- Goal 4: Provide policy and programmatic support to educational service districts and School districts to ensure a quality educator workforce; and
- Goal 5: Establish an effective, systemic approach to recruitment of high caliber prospective educators that reflect local populations and meet the educational needs of school districts.

Goals and Actions Strategies

These goals and actions strategies will be the focus of PESB policy making and initiatives for the next five years and drive staff-level work plans.

Goal 1. Ensure that educator preparation programs supply highly effective educators that meet the needs of Washington's schools

1. Recruit high caliber candidates, ensure requirements are clear, and provide quality preparation opportunities through strong, field-based partnerships between districts and preparation programs;
2. Ensure that programs reflect research-based best practices;
3. Ensure that programs are responsive and relevant to the diverse needs of Washington's communities;
4. Establish and uphold high and relevant program standards that incorporate rigorous content knowledge;
5. Establish transparency in public accountability for preparation program quality and ongoing program approval clearly linked to success of program completers in classrooms and schools, as measured by student-based evidence; and
6. Encourage PESB policy supports for quality and accessibility in the certification of educators prepared by out-of-state programs.

Goal 2. Collaboratively establish policy and system supports for quality educator development along the career continuum

1. Collaborate with the Office of Superintendent of Public Instruction (OSPI), educator associations, the Quality Education Council (QEC), the Governor and the Legislature to develop and implement career development and career ladders for educators, including a compensation system that recognizes increases in professional capacity and demonstrated positive impact on students;
2. Collaborate with OSPI, school districts, Educational Service Districts (ESDs), and others to advocate for educator professional development opportunities that are accessible and relevant to the workforce, that lead to positive impacts on student learning, and that help close the achievement gap;

3. Based on current research, data, or needs assessments, collaborate with school districts, educator associations, and OSPI to promote professional growth planning (PGP) as a more meaningful approach to continuing education for educators and as a professional development tool for school districts;
4. Advocate with OSPI to establish improved certificate processing and customer service, including establishing e-certification and other technology supports;
5. Collaborate with OSPI and the ESDs to ensure that PESB's increased pre-service knowledge and skill standards are accompanied by an infusion of professional development for veteran educators in these new areas of knowledge and skill; and
6. Develop new and/or specialist credentials that are responsive to the evolving needs of Washington's school districts, in collaboration with OSPI and school districts.

Goal 3. Facilitate and advocate for improved statewide educator and workforce data collection and use needed to inform state policy

1. Advocate for updated, linked data systems that can:
 - Provide comprehensive information on the state's educator workforce profile; its demographic characteristics and geographic locations;
 - Be useful as a tool in data-based decision making;
 - Incorporate student data as an input into the system;
 - Provide useful information back to the educator workforce; and
 - Be updated on a regular basis.
2. Advocate for funding of improved educator data systems and supports, including:
 - An e-certification system that has a user interface for educator and public access to licensure status and requirements.
3. Create and maintain an educator preparation program data system that informs continuous program improvement and accountability for program quality.

Goal 4. Provide policy and programmatic support to ESDs and school districts to ensure a quality educator workforce

1. Collaborate with Educational Service Districts to:
 - Provide districts with regional data, strategies, and support for improved workforce planning and development; and
 - Provide preparation programs with a clear picture of demand that will drive enrollment and program design.
2. Facilitate strong partnerships between school districts and preparation programs to maintain alignment between educator supply and demand;
3. Advocate for adequate and effective support and funding for beginning educators and those that need additional support;
4. Inform districts of their out-of-endorsement assignments and provide strategies for alleviating these situations; and
5. Develop policies and incentives to support equitable distribution of highly effective educators statewide.

Goal 5. Establish an effective, systemic approach to recruitment of high caliber prospective educators that reflect local populations and meet the needs of school districts

1. Based on data from communities, identify “shortage areas” where pre-service enrollment or other recruitment strategies are not adequate to meet state and regional needs;
2. Facilitate entry into educator preparation programs by supporting academic preparedness, access, and affordability and expanding the options available to obtain quality preparation;
3. Strengthen connections between colleges of education and higher education institutions to provide students with information and opportunities regarding options for becoming an educator;
4. Collaborate with school districts and ESDs to develop policies and programs that focus on equipping current educators with skills for closing the achievement gap for P3-12 students; and
5. Advocate for scholarships and compensation systems that support recruitment and retention of high caliber prospective educators from underrepresented populations.

Progress Indicators and Expected Results

In the final version of the PESB Strategic Plan, which will be approved by the Board in November, the Board will identify specific progression indicators related to each goal and longer-term expected results that in most cases will mirror the expected results contained in the emerging state education reform plan.

Staff Support for Goals and Strategies

There are ten major areas of collaborative staff work in support of the goals and strategies in the Board’s strategic plan, each with its own work plan. Below is a description of each of these major areas and a table depicting the relationship between staff work and Board goals.

PESB Goals:	PESB Staff Major Areas of Work									
	Recruitment / Pathways / Preparation	Program Support	Regional data-drive workforce planning	Accreditation Redesign	Assignment / Out of Endorsement	Assessment	District / Preparation Program Partnerships	External Outreach / Communications	Certification Policy	Research Advisory
Goal 1: Ensure that educator preparation programs supply highly effective educators that meet the needs of Washington’s schools.	x	x	x	x		x	X			
Goal 2: Collaboratively establish policy and system supports for quality educator development along the career continuum.	X		x		x			x	x	x
Goal 3: Facilitate and advocate for improved statewide educator and workforce data collection and use needed to inform state policy.		x	x	x				x		X
Goal 4: Provide policy and programmatic support to ESDs and school districts to ensure a quality educator workforce.	x		x		x		x		X	
Goal 5: Establish an effective, systemic approach to recruitment of high caliber prospective educators that reflect local populations and meet the needs of school districts	x	x	x				x	x	x	

Major Areas of PESB Staff Work

1. Recruitment / Pathways / Preparation Options

(Programs that recruit and prepare the future educator workforce based on need/demand - e.g. new non-higher education preparation program providers; new alternative route programs; technical assistance and ongoing administration of existing alternative routes; out-of-state preparation programs seeking WA authorization; and PESB programs such as Recruiting Washington Teachers and Educator Retooling.)

2. Program Support

(Ongoing oversight and assistance to approved educator preparation programs; Professional Education Advisory Boards (PEABs); program site visits; institutional liaison activities; technical assistance for new and struggling programs; targeted support for implementation of PESB policy changes.)

3. Regional data-driven workforce planning

(Created by 2010 legislature – in planning phase by PESB, ESD and Educational Research and Data Center staff. Annual regional meetings will bring together districts and preparation programs for data-driven dialogue about workforce need and how preparation programs can design responsive programs.)

4. Accreditation Redesign

(Moving from current system characterized by infrequent site visit reliant on professional judgment to continuous improvement and evaluation of preparation program quality based on ongoing collection and dialogue about meaningful program data.)

5. Assignment / Out-of-Endorsement Assignment

(Tracking district-reported locally-granted and state-requested waivers for teacher out-of-endorsement assignment and pushing for new state data systems able to link endorsement and assignment to teacher credentials.)

6. Assessment

(WEST-B basic skills test, WEST-E subject knowledge test, ProTeach Portfolio, and proposed, preservice Washington Teacher Portfolio Assessment.)

7. District / Preparation Program Partnerships

(Facilitating stronger ties between preparation programs and districts such that field-based preparation becomes an integral part of a school/district workforce development and school/student learning improvement strategy.)

8. External Outreach / Communications

(Enhancing educator, stakeholder and policymaker understanding of and engagement in the work of the PESB and garnering support for development of a strong continuum of educator development. In addition to normal outreach and networking, FY '10 activities include launch of new PESB website and expansion of former "assessment conference" into a best practices conference for educator preparation programs.)

9. Certification Policy

(Ongoing collaboration with OSPI's Certification Division as implementing agency for PESB certification policy. This includes ongoing analysis of needed policy change and course corrections related to implementation of existing PESB policy.)

10. Research Advisory

(Invitational convening for research community to discuss research questions of interest to PESB in informing our policy development/implementation.)