Washington state Board of Education & Professional Educator Standards Board

Working Together for Student Achievement

5th Biennial Joint Report
October 2012

Submitted to:
Governor Jay Inslee
Legislative Education Committees
Superintendent of Public Instruction Randy Dorn

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STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

OLD CAPITOL BUILDING • 600 S.E. WASHINGTON • OLYMPIA, WA 98504

October 15, 2014

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

Dear Governor Inslee:

The Washington state Board of Education (SBE) and the Professional Educator Standards Board (PESB) 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,

Jennifer Wallace
Executive Director
Professional Educator Standards Board

Ben Rarick
Executive Director
Washington state Board of Education

INTRODUCTION

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

- Developing and refining a revised Achievement Index to incorporate student growth data, in accordance with E2SSB 6696, and other factors such as dual credit to be used for all schools, regardless of Title I eligibility.
- Designating schools in the Required Action District (RAD) process as established in E2SB 6696 and RAD II established in ESSB 5329, monitoring performance, and developing a statewide accountability framework.
- Developing and monitoring statewide indicators of educational system health to inform reform recommendations in accordance with ESSB 5491.
- Implementing the provisions of ESHB 2261 and E2SSB 6552 regarding the 24-credit framework for high school graduation, providing access to higher standards and greater flexibility for every student.

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 2014 biennial report discusses progress on these key aspects of education reform and concludes with our joint observations and recommendations for sustaining momentum.

STATE BOARD OF EDUCATION INITIATIVES

The Achievement Index and Accountability System

At the time of the previous report, the SBE was beginning to plan for revisions to the Achievement Index for use as the state accountability measure to replace federal Adequate Yearly Progress (AYP). The SBE had also worked with OSPI to designate the first round of Required Action Districts (RAD) using the federal school performance indicators, and designated high-performing schools for the Washington Achievement Awards using the Achievement Index. Since 2012, the accountability landscape has changed significantly. Washington's provisional ESEA flexibility waiver allowed OSPI and SBE to use the revised Achievement Index to identify schools in need of assistance for 2013. However, the waiver was not extended, meaning that Washington must now return to the use of AYP. The Washington state Legislature also provided for a second phase of RAD ("RAD II"), for districts that do not make adequate progress in the first three years of RAD status and provided funding for additional RAD designations. Finally, the Legislature instituted a new tool for monitoring statewide performance, the Educational System Health Indicators.

The Achievement Index

Since the 2012 report, SBE revised the Achievement Index in accordance with the requirements of the provisional federal ESEA waiver that was in effect through the 2013-14 school year. The revisions included:

- Removing the 'peers comparison' tool in the Index, which compared schools against a hypothetical peer school of a similar demographic profile, based on multiple regression analysis.
- Providing 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.
- Including student growth as a component in the Index. Previously, the Index utilized a school improvement measure, which measured 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.

To inform the SBE's work on the revised Achievement Index, the Board convened the Achievement and Accountability Workgroup (AAW), a diverse group of stakeholders. This group continues to provide critical design input. The most recent revision to the Achievement Index for 2014 is the inclusion of a dual-credit metric of career and college readiness; an 11th grade assessment metric will also be added to the career and college readiness indicator in the future.

The SBE used the revised Achievement Index to identify schools for the 2013 Washington Achievement Awards, co-sponsored with OSPI. The ceremony was held on April 24, 2014 in Lacey. Four hundred and twelve schools were recognized for overall excellence, high progress, student growth in reading or math, and improvement in extended graduation rates. A new award for English Language Acquisition was introduced in 2013 to recognize schools improving scores on the Washington English Language Proficiency Assessment (WELPA) and meeting federal AMAO targets.

The Achievement Index was also approved by the federal government for use in 2013 to identify schools in need of improvement. The Index was used, in part to identify potential RADs, as well as a factor in the stacked methodology used to identify Priority and Focus schools.
Despite the revisions made to the Achievement Index in compliance with the requirements of our provisional ESEA flexibility waiver, Washington's waiver was not extended to the 2014-15 school year. The Legislature did not pass legislation requiring student growth on state assessments to be included as a component of teacher evaluations, as required to maintain the waiver. As a result, Washington lost its waiver, forcing a return to the use of AYP for identifying schools in need of improvement, rather than the Achievement Index. The SBE is working with OSPI to manage this transition back to AYP and determining how to continue use of the Achievement Index as a more meaningful tool for evaluating schools. The SBE also joins OSPI in advocating for the Legislature to make the necessary changes to renew the federal ESEA flexibility waiver. Communicating the sometimes contradictory elements of our return to AYP as a system continues to be a priority for SBE and OSPI.

Required Action Districts

Since the 2012 report, state funding for the Required Action District (RAD) process was restored and a new level of required action, RAD II, was established by the Legislature in E2SSB 5329. This legislation also removed Title I eligibility as a criterion for receiving support services and allowed for alternate turnaround models in addition to the federal models to be used in RAD schools.

In addition to the four original RADs: Morton, Onalaska, Renton, and Soap Lake, in March of 2014, the SBE approved four new RADs: Marysville, Tacoma, Yakima, and Wellpinit. These districts have worked with OSPI to develop turnaround plans, which have also been approved by SBE.

In March, 2014, SBE adopted rules for the RAD II designation and planning processes, in accordance with E2SSB 5329. If a RAD I district has not made sufficient improvement after three years of assistance in RAD status, they may be moved to RAD II. In RAD II, a revised action plan must be developed and the district is subject to more direct interventions by OSPI in the improvement process.

This year will mark the first year that districts will be considered to exit RAD status or be moved to RAD II. The shifts in the use of the Achievement Index as a result of the ESEA waiver loss will pose challenges as the SBE evaluates district and school performance to determine a district's eligibility to exit or need to continue as RAD II. Some of the original RADs also participated in the pilot of the new SBAC exams in anticipation of the implementation of Common Core State Standards. This further complicates evaluating those districts' assessment data since there are not the three years of data needed to calculate student growth and other factors considered for RAD exit.

As the SBE continues this work, another constraint is a lack of funding for additional RADs. Funding was available to designate four new RADs in 2014 for the first time since the original RAD designations in 2011. Other persistently lowest achieving schools may have also been identified for assistance if additional funding had been available. Moving forward as districts remain in RAD status, there may be further limitations on the identification of new RADs depending on funding.

Educational System Health Indicators

In 2013, the Legislature established Educational System Health Indicators to be used to evaluate Washington's educational system, align system goals, and compare Washington nationally. ESSB 5491 tasked the SBE with working with partner agencies to establish goals, monitor progress towards those goals, and recommend system reforms when the indicators are found to not be on target. The SBE may also recommend revisions to the indicators to provide a clearer picture of the health of the educational system. These indicators are distinct from those in the Achievement Index. The SBE is required to report in every even numbered year on the state's progress, after submitting an initial report in 2013. The SBE has retained the AAW to provide input on the system health indicator work, in addition to the Achievement Index work.

The original indicators in ESSB 5491 were:

- Kindergarten readiness,
- Fourth grade literacy,
- Eighth grade math,
- Four-year graduation rate,
- Postsecondary enrollment or employment, and
- Postsecondary remediation.

In the 2013 report, the SBE provided baseline data for the indicators and set goals for 2027, with benchmarks for 2020. The SBE also recommended revisions to the original indicators, detailed in the table below.

ESSB 5491 Indicator	Recommended Indicator
WaKIDS: Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains.	No Change to **WaKIDS** Indicator.

4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4th Grade Reading MSP.	**3rd Grade Literacy**: Percentage of students Meeting or Exceeding standard on the 3rd Grade Reading MSP. Adds: 3rd Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment.
8th Grade Math: Percentage of students Meeting or Exceeding standard on the 8th Grade Math MSP.	**8th Grade High School Readiness**: Percentage of students Meeting or Exceeding standard on the 8th Grade Reading, Math, and Science MSP. Adds: 8th Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment. Adds: Growth Gap Indicator: The percentage decrease in student growth gap in reading and math between the All Students group and Targeted Subgroup.
High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the 4-Year graduation rate.	No Change to **High School Graduation Rate (4-Year Cohort).** Adds: High School Graduation Rate (5-Year Cohort): The percentage of students graduating using the 5-Year graduation rate.
Quality of High School Diploma: Percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	No Change to **Quality of High School Diploma** Indicator. Adds: Percentage of students meeting or exceeding standard on the 11th Grade SBAC College and Career Readiness Assessment.
Post-Secondary Engagement: Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd and 4th quarters after graduation.	**Post-Secondary Attainment**: Percentage of high school graduates attaining credentials, certificates, or completing an apprenticeship prior to age 26. No Change to Post-Secondary Engagement Indicator
New Indicator	**Access to Quality Schools:** The percentage of students at schools at or above the Good Tier of the Washington Achievement Index.

At the time of this writing, the SBE was working on the December 2014 report to the Legislature. This report will include the first discussion of whether the state is on target to meet goals. Currently, the state is not on target to meet four of the indicator goals: Kindergarten readiness, third grade literacy, eighth grade high school readiness, and extended graduation rate. Data is not yet available to assess the performance on the other indicators. In order to improve the performance on the current indicators, the SBE and partner agencies will be recommending reforms in four areas: early learning, professional learning, expanded learning opportunities, and postsecondary readiness and planning.

The SBE will also be recommending the addition of two new indicators that focus on the opportunity inputs of the educational system: student discipline and access to early childhood education. The SBE believes it is important to monitor not only the outcomes of the educational system, which the current indicators evaluate, but the system inputs as well, to better inform the reforms needed.

The Educational System Health Indicators are also intended to help Washington's education agencies align their goals and strategies with the indicator goals and one another. The indicators may also illuminate other misalignments in the educational system, such as state resources with state goals and system components with student needs.

The reform recommendations pose challenges when considering what resources may be required for implementation. The Legislature will be working towards full funding of the program of basic education in compliance with the Supreme Court's *McCleary* decision in the coming biennium, which could impact the funding available for reforms that may exist outside the current definition of basic education.

Career and College-Ready Graduation Requirements

At the direction of the Legislature in ESHB 2261, SBE developed revised graduation requirements intended to prepare students for postsecondary education, gainful employment and citizenship. With the passage of E2SSB 6552 in 2014, the SBE's framework for 24-credit graduation requirements was put into law.

Several factors motivated the work to increase graduation requirements. 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)

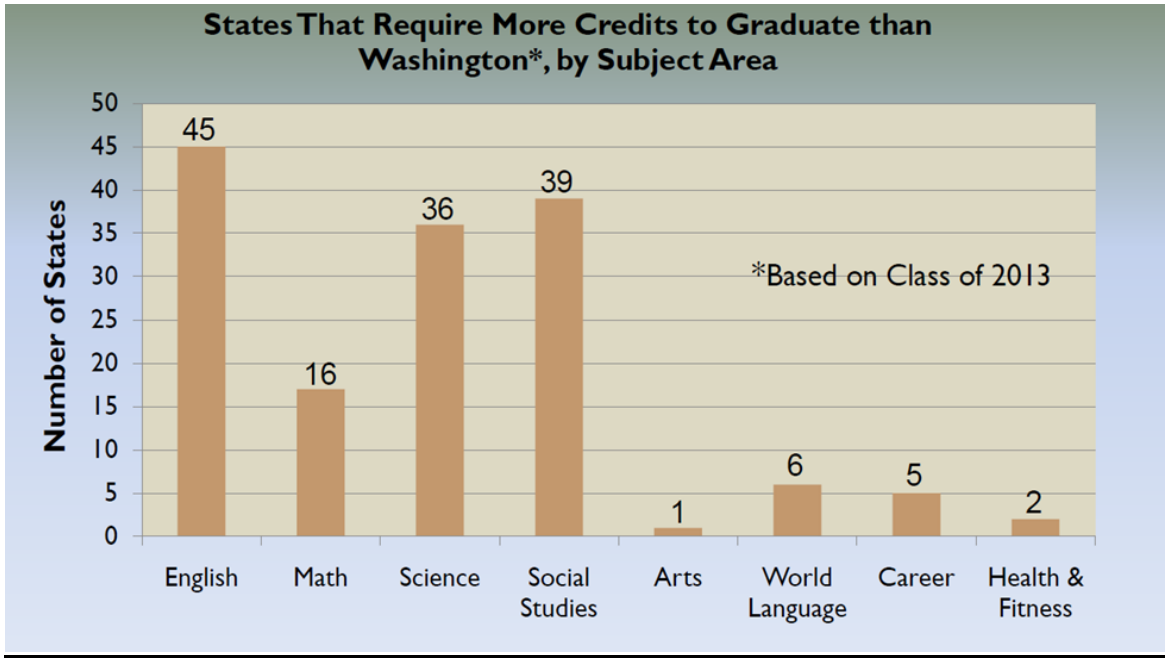
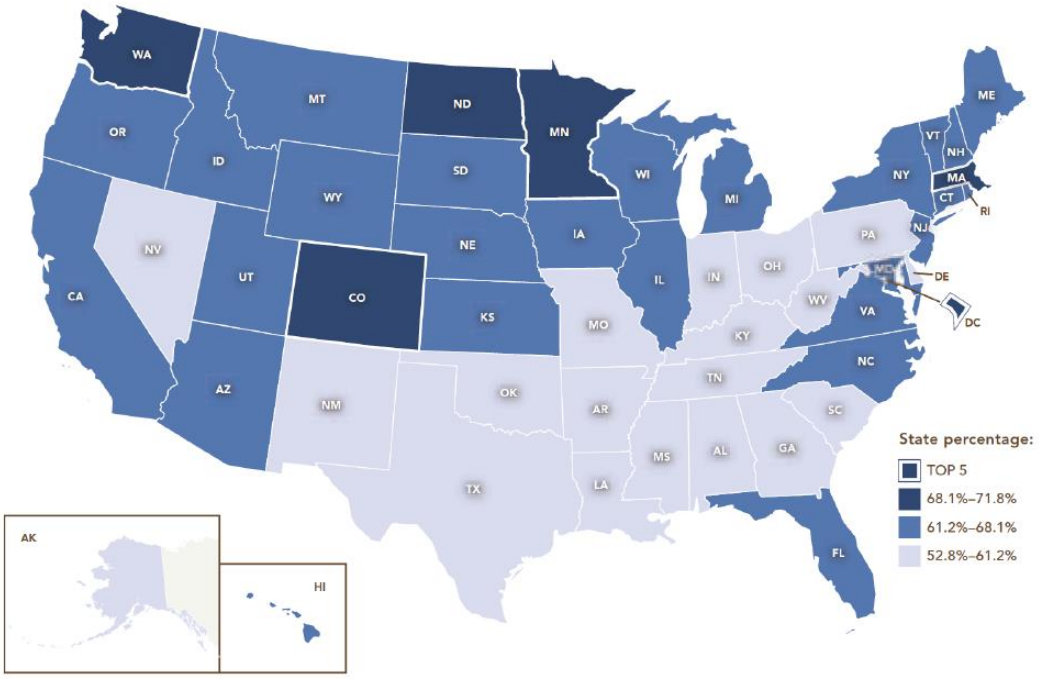


Chart B – Top States for Post-Secondary Jobs (Washington Ranks in the Top 5)

The top states for postsecondary jobs.

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



The result of the Board's 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 and revised in January of 2014.

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.

In January of 2014, in response to stakeholder input on the graduation requirement framework adopted in 2010, the SBE revised the framework to allow for more flexibility for students. The two career concentration credits were replaced with an additional two elective credits, for a total of 4 elective credits, and personalized pathways and pathway requirements (PPR) were created. Beginning with the class of 2019 (entering 9th grade in 2015-2016), students will establish personalized pathways based on their goals in the High School and Beyond Plan. This pathway will dictate three credits of coursework, which may be selected to replace the two credits of world language and one credit of art. As a result, students will now have seven flexible credits (4 electives, 3 PPR) to explore their interests and career goals.

Chart C – Changes to High School Graduation Requirements Impacting the Class of 2016 and the Class of 2019.

Subject	Requirements for the Classes of 2016, 2017 & 2018	Career- & College-Ready Graduation Requirements for the Class of 2019 & Beyond
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career and Technical Education[1]	1	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4	4
World Language (or) Personalized Pathway Requirement (PPR)		2 (Both can be PPR)
Total Credits	20	24[2]

E2SSB 6552, which authorized the SBE's framework, also included additional flexibility for students by making the third credit of math and the third credit of science student choice, with the approval of a parent/guardian, or school personnel if parent/guardian not available. The legislation further increased flexibility for students pursuing CTE and skills based courses of study by requiring districts to offer at least one math or one science equivalent CTE course from an expanded list to be developed by OSPI and approved by SBE. All of these changes and increased flexibility increase the importance of goal setting and course planning early in a student's high school experience, through the High School and Beyond Plan and work with counselors and advising staff.

The State Board of Education approved rules to implement E2SSB 6552 in July, 2014. The rules, among other things, detail the revised credit requirements, define the process for choosing the third credits of math and science, and describe the High School and Beyond Plan as a locally determined process through which students set and revise goals and plans.

The implementation of the revised requirements will pose some potential challenges. In addition to the increase in graduation requirements, the class of 2019 will also be the class that transitions to the Common Core Standards based assessment, the SBAC. This will require professional learning for teachers to help support students to these higher standards and for counselors and other advising staff to guide students through the new requirements. The Board has begun to assemble a portfolio of tools and resources to help districts through this transition, which are made available here.

Professional Development and Waivers of Basic Education Requirements

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. E2SSB 6552 altered the instructional hours requirements, increasing them to 1,000 hours for K-8, 1,080 for 9-12, or a districtwide average of 1,027, beginning in the 2015-2016 school year. In administering these waivers, the Board has upheld the importance of adequate instructional time to improving student achievement.

It has become apparent that school districts rely on waivers to implement professional development. The SBE firmly believes that districts need to provide time for professional development for teachers, particularly in this era of increasing standards, but is concerned when that professional development comes at the expense of student instructional time. Students, just like teachers, will need additional instructional time to meet the new, more rigorous standards of Common Core and 24-credit graduation requirements. The Board, therefore, is continuing to advocate for the reinstatement of state funded professional development time to ensure that our teachers are given the tools and training they need to be successful and our students are provided the maximum opportunity to learn. The SBE recommends that professional learning time be incorporated into the program of basic education, as teachers are the largest in-school factor that impacts student success, and need to be supported as such.

The State Board has encountered other constraints in effectively implementing the instructional day and hour requirements and granting waivers. In particular:

- **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 waiver 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.

PROFESSIONAL EDUCATOR STANDARDS BOARD INITIATIVES

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

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

What the PESB is observing from early results on the edTPA preservice performance assessment and from our program site reviews is that cultural competency is an area where programs are struggling. The PESB has directed additional revisions with greater emphasis on language acquisition and increasing amounts of support and technical assistance toward program change in practices to reflect the new standards. Supportive of improvement in this area is increasing the diversity of faculty, future educators, and the clinical experiences for future educators. For the most part, however, our colleges of education are less diverse than the rest of the institution in which they reside. This is a common picture nationally. The PESB has recently produced a report, ***Best Practices and Successful Programs: Improving Recruitment and Retention of Underrepresented Populations,*** that highlights specific

strategies in education and other fields that have shown success in recruiting greater diversity to the profession. This best-practice report is paired with two additional reports ***Recruiting Diverse Teachers: Washington Demographics Report*** and ***Recruiting Diverse Teachers: College Self-Assessment Tool,*** that provide the current picture in Washington and provide Washington preparation programs with a means to assess their own efforts and formulate strategies for improvement. This self-assessment of teacher preparation program recruitment efforts reinforces stronger ties to districts prioritizing student support services and targeted outreach to diverse communities.

Since our 2012 Joint Report, and as OSPI has implemented Common Core and Next Generation Science State Standards, we have worked with content experts and OSPI to make further revisions to the knowledge and skill standards required for all educators, as well as the more specific content area teaching endorsement competencies, to reflect knowledge and skills required for effective instruction aligned to Common Core. As revisions to science- and math-related competencies were underway, particular attention was given to ensuring the standards support integration of STEM subject matter. This was accomplished for all endorsements deemed STEM-related, which the Board prioritized by broadly defining to include Elementary Education and Early Childhood Education, along with secondary math, science, technology education, and related CTE endorsements. These revised standards are now in place and preparation programs must provide evidence of how their candidates are meeting these standards. In addition, for each subject endorsement on a teacher's certificate they must have passed the subject knowledge test for that endorsement. All related assessments are now aligned with Common Core State Standards, and science-related will be aligned with Next Generation Science Standards in 2016.

In addition to specific charges such as these from the Legislature, updating standards for educator preparation programs and educator certification is ongoing work that exists on a defined cycle of review and revision to ensure that standards remain rigorous and relevant. This also ensures programs are aware of forthcoming changes so they can make necessary accommodations and improvements to program, curriculum, and faculty.

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

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

Implementing new high-stakes measures of teacher effectiveness

Establishing standards is foundational work that sets expectations. But they are relatively meaningless without valid and reliable way to assess their attainment. Fortunately, Washington continues to lead the nation with assessments that require demonstrated effectiveness in order for Washington teacher preparation program completers to earn their entry-level (residency) certificate, and for teachers to earn their second-tier (professional) certificate.

Preservice Teacher Performance Assessment (edTPA)

In November of 2013, the PESB set the passing score for the edTPA, which is now required of all teacher preparation program completers in Washington state as of January 2014. Washington remains the lead state in a 22-state consortium implementing the Teacher Performance Assessment (edTPA). In addition to serving as a requirement of demonstrated effectiveness for future teachers, it will serve as a key accountability measure related to Washington preparation program quality. This year's PESB annual assessment report, required by and reported to the Legislature every December 1st, will include the first look at results of this assessment.

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. 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, are 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:

- Was developed by those that developed the National Board assessments, in collaboration with Stanford University and Pearson Testing, and meets psychometric standards for validity and reliability;
- Assesses teacher candidates in the P-12 classroom, not on paper or on campus;
- Includes written documents, video clips, samples of P-12 student work, and written reflections;
- Is submitted and scored electronically;
- Is scored by P-12 educators, university faculty, and others with appropriate credentials and experience in the subject being taught that are systematically trained for scoring reliability;
- As a multi-state assessment, allows the performance of Washington candidates to be benchmarked against prospective teachers in other states; and
- Has a cost to candidates of $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. The edTPA provides a valid and reliable classroom-based assessment of key instructional skills among preservice teachers for 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.

Next Steps on the edTPA

Many of the significant challenges in implementing the edTPA are purposeful drivers. The edTPA requires early and substantial length and quality of field placement. In this early implementation stage of the edTPA, we are hearing too many cases of candidates struggling because the more 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 must drive higher quality field placements and preservice candidate mentoring if our candidates are to succeed on this assessment.

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. Too often, school districts look at student teachers as "guests" in their building, without consideration of how their presence could contribute to that building's school and student learning improvement.

This is ironic in that most teachers get their first job in the district, and almost half in the actual school, where they did their student teaching. So in addition to supervising teachers needing solid understanding of the newer competencies required of our preservice candidates, the practices of our building and district administrators must reflect awareness of and planning for the role of preservice candidates as contributors to school and student learning and as likely future employees.

The PESB has begun, and will complete in the next year, review and revision of our standards for preservice program design to ensure adequate qualifications of those supervising preservice teachers, adequate length and quality of field experience, and tighter partnerships between school districts and preparation programs.

Second-Tier Portfolio Assessment – the 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 as the means by which teachers gain their 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. Teachers may also earn the professional certificate by completing National Board Certification.

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, of 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. The ProTeach Portfolio has not only expanded access and opportunity for teachers to complete their second-tier certification requirement, it has greatly reduced cost. The previous higher education-based programs ranged from $1,500 - $8,000. The ProTeach Portfolio is $495.

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 Are Learning

Teachers Who Pass the ProTeach Portfolio are More Effective than Those Who Fail. Lead researchers James Cowan and Dan Goldhaber from the Center for Education Data and Research (CEDR) at University of Washington at Bothell used value-added models of student achievement to assess the relationship between teacher performance on ProTeach and teacher effectiveness in raising student achievement on standardized exams. The study results were released in March, 2014, which found that teachers who pass the ProTeach are more effective than those who failed and those who do not complete a submission. Modest differences were found in both math and reading, though the differences were only found to be statistically significant for reading. "The magnitude of these findings is similar to the estimated differences in teacher effectiveness associated with having a teacher with about 3 or 4 years of teaching rather than a novice teacher, or a teacher who is certified by the National Board for Professional Teaching Standards versus one who is not", stated Mr. Cowan.

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

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

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

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

Less Experienced Outperforming Their More Experienced Peers. One finding of note we mentioned in our 2012 report is still holding true; 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.

Linking Measures of Educator Effectiveness to Evaluation of Preparation Program Quality

Policymakers in Washington, through ESHB 2261 and ESSB 6696, and the U.S. Department of Education are all demanding to know whether teacher preparation programs produce teachers who are effective once they are in their first teaching positions.

In terms of metrics required and held by the PESB, the edTPA preservice performance assessment required as of January 2014 will be used to make inferences about the quality of the educator preparation programs. Of particular importance will be establishing the predictive validity of this measure as we did with the ProTeach Portfolio; that is to show a positive relationship between performance on the edTPA and classroom effectiveness as measured by the student learning gains. Studies are underway in Washington state and nationally on the predictive validity of the edTPA.

Washington's two subject knowledge exams, the Washington Educator Skills Test-Endorsement (WEST-E), and in some subject areas the National Evaluation Series (NES), are another metric for analyzing teacher effectiveness and its relationship to differences in preparation programs. While there have been no direct studies on the WEST-E or NES correlation with student learning gains, there are numerous studies with corroborating evidence related to the relationship between subject content exams and student learning gains.

Beyond this, however, it is challenging to link teacher effectiveness to the effectiveness of their preparation program because Washington collects very little information at the state level related to teacher effectiveness. One indicator that gets quite a bit of attention is something called value-added or student-growth scores. While these measures would be helpful, they are significantly limited by the number of grades and subjects tested in Washington state.

Another indicator is a beginning teacher's performance evaluation. There are issues that need to be addressed with this measure, such as privacy, evaluator training, and rubric design. Regardless, the current state-level collection does not include individual's results, only aggregate results by district, so it is not possible to determine if teachers from a particular program are more effective in the classroom.

Another measure the PESB will be pursuing in the next year is a survey of preparation program completers and their principals. This measure has many shortfalls, however, that we may or may not be able to completely address, and many of which led to our discontinuation of such a survey previously, including:

- little to no differences in candidate responses between programs
- little to no differences in candidate responses over time
- annual cost new federal guidelines may require Washington to restart surveying teacher program completers
- lack of validity in terms of candidate perception because they lack a comparison (only experience once preparation program)

An effective state accountability system for educator preparation programs must be able to not only answer *whether* programs are producing effective teachers, but also constantly build understanding and dialogue within and among programs, and at the state level, as to *why* they are getting the results they are. The PESB is entering the fourth year of our 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. An ongoing challenge continues to be the great variability of program capacity to structure, collect and report data consistent with effective data management practices. Much of PESB staff effort at this point has been on both direct technical assistance, as well as building a cadre of lead individuals in data development at programs for peer-to-peer assistance.

Washington's approach is unusual, in that we are asking programs to create and own their own structured data systems through which they roll-up reports to the PESB. This is in contrast to earlier efforts in other states in which programs enter data into state-held systems. In the case of many of these early lead states, although they have collected much at the state level, their programs are increasingly dissatisfied with lacking direct access to data to query for their own dialogue and continuous improvement. The Washington approach is hard work, but a growing number of programs are making impressive strides and changing the culture around use of data at their institutions.

These efforts are beginning to truly pay off in terms of what we are able to know about programs to which we can direct greater inquiry and/or assistance. A growing number of programs are espousing the benefits of the changes in the program dialogue and plans for improvement as a result of new and more structured data. At the September 2014 PESB meeting, we released the summary of interviews with the six institutions furthest along in their systems development and use, and as one program shared with us:

> *When a program review came along, I'd go out and try to gather up the data hoping there weren't too many holes. Now I can focus my thoughts on improvements to the assessment system - ask data questions - and let [the Director of Information Management] follow through...the people who USE the data can think about how to USE it, then the gatherers can focus on gathering the data.*

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 formal program accreditation site visits.

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

The regulation, processes and support for essentially any entity that can meet the standards to offer an educator preparation program have been in place for nearly four years, yet no community college, or non-profit entity has come forward to do so. Two Educational Service Districts are now offering, and another is proposing to offer, an administrator professional certificate program; but the field of programs offering teacher preparation remains with our four-year higher education institutions. Per 2014 legislation related to the career pathways for

paraeducators, it is anticipated that community colleges will have applied baccalaureate programs leading to teacher certification by the 2015-16 school year.

All six public higher education institutions responded to the mandate to develop proposals for an alternative route program, but only two, Central Washington University and University of Washington-Seattle, are actually operating one. Our public institutions and other entities able to offer preparation, whether alternative route or traditional, tend to state lack of funding or inability to recruit adequate size cohorts as their reason for not offering a program.

Where are Alternative Routes Going?

Alternative Route to Teaching programs were created in 2001 and have served effectively at providing field-based opportunities for paraeducators and individuals with subject expertise in "shortage" areas to become teachers. Over the years, the alternative route program design has become substantially reflected in programs overall. Existence of "alternative" routes challenges the PESB to continue to consider what alternative means, and how they can continue to prompt innovative new practices.

The PESB's strategic plan reflects a desire to move program design even more field-based, to truly residency models that reflect strong partnerships between districts and preparation programs, much like medical residency programs. Advancing and improving the alternative route programs would also address some key issues in workforce diversity, recruitment and retention and allow for a prioritization of the Para to Teacher Pipeline, residency-based routes that should be utilized as a workforce development strategies for districts.

The requirements for alternative route program design reside in RCW 28A.660 and thus require legislative action to alter. To facilitate ongoing advanced and improvement, the PESB is seeking that alternative route program design reside in PESB WAC, and that RCW instead outline expected outcomes for the programs rather than design requirements. Amended RCW would establish clear outcomes for alternative route programs such as:

a) The percentage of alternative route completers hired versus all preparation program completers;
b) The percentage of alternative route completers from underrepresented populations compared to all preparation program completers:
c) Three-year and five-year retention rates of alternative route completers in the teaching profession compared to all preparation program completers;
d) The average hiring dates of alternative route completers compared to all preparation program completers; and
e) The percentage of alternative route completers hired in districts where their alternative route program was completed compared to where student teaching was completed by candidates in all other preparation programs.

Workforce Development: Facilitate district identification of projected staffing needs to inform preparation program recruitment and enrollment

Regulatory boards like the PESB in states around the country have traditionally been tasked with focusing primarily on the production end of the educator workforce; educator preparation programs, their quality, and the supply of teachers they produce. The PESB and the Legislature, however, through its charges in 2261 and 6696, reflect growing awareness that this

is inadequate for ensuring the result of highly effective educators everywhere we need them, statewide. Large states like Washington state face a distribution challenge when it comes to ensuring equitable access to effective educators. The challenge is not producing enough in terms of raw numbers, but in establishing a clearly defined pipeline between district current and future need and supply directly to it.

Based on recommendation from the PESB, 6696 asked 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. Participation was minimal, and districts that attended generally lacked both a clear and specific picture of their future needs and well-established recruitment practices. 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: it is a common challenge for many states but national data on late hiring is not readily available. Best information suggests that other states hire late - close to or even after school opening – at a rate between 7 and 10% of all new hires. In Washington, the most often expressed concern leading to late hires is that their funding allocation based on enrollment will cause loss of revenue to support all new contracts if projections are too optimistic. PESB has discussed legislation to address allocation issues, but the scope of the problem is not known. To get a clearer picture of this, during the 2014 legislative session the PESB proposed and the Legislature enacted HB 2575 which will result in the collection of state-level data related to number of late hires. The first report of this data will be available in December 2014.

- 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".

    1. 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.

    2. 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.

The PESB issued a report to the Legislature with findings from the regional visits and policy recommendations. PESB generally found human resource practices lacking in most districts. In 2014, the PESB commissioned a case study of three school districts: Spokane, Vancouver, and White River, who evidenced strong human resource practices. Among the findings of the study were a number of transferable "best practices":

- district centralized hiring decisions
- rigorous interview protocols
- use of enrollment projection data

The three districts distinguished themselves from many of the other districts as hiring most candidate new teachers no later than April prior to the upcoming school year. While there may be other districts in the state that demonstrate effective practice, the study highlighted those identified in the PESB field visits to districts in 2011.

We plan to use this for dialogue and assistance to districts seeking to improve their recruitment, hiring, and retention practices during regional visits planned for Fall, 2014.

SUPPORT FOR CONTINUED MOMENTUM

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

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

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

Adequate funding for focused professional development

Prompted by ESHB 2261 and ESSB 6696, the PESB has incorporated new knowledge and skill expectations for beginning and professional-level certification, including culturally competent professional practice, STEM integration, and language acquisition. Increasingly, however, beginning teachers emerging from preparation programs with these new skills are reporting that their more experienced peers and building principals are unfamiliar with and have not themselves had professional development on these new practices. In 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.

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

Focus more district-level attention on workforce development

Provision of high-quality professional development is one important aspect of ensuring a highly effective educator workforce. Effective district recruiting and hiring practices is another. Other factors that erode instructional time for children is employment of substitute teachers at the beginning of the school year because of late hiring, and teachers inappropriately credentialed for their assignment because of inability to recruit and hire. Additionally, districts often hire long-term substitutes without proper content endorsements. We recommend the Legislature ensure state-level provision of forecasting tools available to school districts to better forecast enrollment and thus future hiring needs. We also urge the Legislature to address previously-raised and new proposals for lessening the risk of over-calculating enrollment in districts that desire to hire early; whether a state-level risk pool, rolling averages, or other means.

Districts having a clearer picture of their future need can: 1) "retool" existing teachers to be credentialed in new areas; and 2) enable them to feel more secure in making early hiring decisions and establish tighter partnerships with teacher preparation programs to operate residency-model alternative route programs. We request the Legislature support the PESB's request to build new innovations into the Alternative Route program, and for restored support for scholarship funds for career-changers and experienced paraeducators to become teachers in shortage areas through Alternative Route residency-model programs and expand the Educator Retooling program to shortage areas beyond math and science.

Enable Ability to Collect Data to Analyze Teacher Impact on Student Results, Including Impact on Student Learning

Washington collects very little information at the state level related to teacher effectiveness. The PESB lacks statutory language common for other state agencies clarifying that we are an agency designated by the state to collect and hold data for purposes of research and monitoring and that this data is thus protected under Federal FERPA regulations. Without this, the programs we regulate may be held liable should the PESB disclose individual data.

Teachers are a critical input into our education system. Better data related to teacher effectiveness, distribution across the system, and other characteristics would benefit the understanding of system needs and potential areas for reform.

In order to collect and analyze this data, the Legislature will need to address data security and privacy concerns that prevent stakeholder dialogue in this area.

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.

CONCLUSION

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

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):

Bob Hughes
Kevin Laverty
Peter Maier
Cynthia "Cindy" McMullen
Daniel Plung

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:

Isabel Muñoz-Colón, Chair
Jeff Estes
Connie Fletcher
Holly Koon
Kristina Mayer, Ed.D.
Tre' Maxie
Deborah Wilds

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

Mara Childs, Western Washington
Madaleine Osmun, Eastern Washington

State Board of Education Staff:

Ben Rarick, Executive Director
Jack Archer, Basic Education Director
Linda Drake, Research Director
Sarah Lane, Communications Manager
Andrew Parr, Senior Policy Analyst
Julia Suliman, Senior Research Analyst
Parker Teed, Special Assistant
Denise Ross, Executive Assistant
Tamara Jensen, Administrative Assistant

Appendix B: Professional Educator Standards Board Members and Staff

Professional Educator Standards Board Members:

Eleven Governor Appointees:

Rachel Croft
Colleen Fairchild
Molly Hamaker-Teals
Lester "Flip" Herndon
Monica Hulubei Piergallini
Takiyah Jackson
Ron Jacobson
Damien Pattenaude
Tammie Schrader
Luke Thomas

Two vacancies

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
Leslie Huff, Program Specialist
Joseph Koski, Data Director
Patti Larriva, Director, Educator Assessments
Alexandra Manuel, Director, Educator Pathways
Victoria Moreland, ELL Coordinator
Brendan O'Connor, Program Specialist
Charlie Potter
Policy and Research Analyst
Coleen Putaansuu, Director, Program Support
Cheryl Ricevuto, Project Manager
Juwariyah Sou, Administrative Technology Assistant

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.)

Appendix E: Full Links Found in Document

In order of appearance

1. http://www.sbe.wa.gov/graduation.php
2. https://docs.google.com/a/pesb.wa.gov/viewer?a=v&pid=sites&srcid=cGVzYi53YS5nb3Z8ZnV0dXJlLXRlYWNoZXJzfGd4OjI2MGZkZGNlYzk5MzIwOTU
3. https://docs.google.com/a/pesb.wa.gov/viewer?a=v&pid=sites&srcid=cGVzYi53YS5nb3Z8ZnV0dXJlLXRlYWNoZXJzfGd4OjZkYjBjOWZiODllZWExNGE
4. https://docs.google.com/a/pesb.wa.gov/viewer?a=v&pid=sites&srcid=cGVzYi53YS5nb3Z8ZnV0dXJlLXRlYWNoZXJzfGd4OjIyZjAyZTQ1NjA1YzdlOTk
5. https://docs.google.com/a/pesb.wa.gov/file/d/0Bywqsyhf5L8rZUtRZHpfNmpLYkU/edit
6. https://4310b1a9-a-bc91cf51-s-sites.googlegroups.com/a/pesb.wa.gov/home/publications/reports/reports-2/RegionalWorkforceProject-ReporttotheLegislature.pdf?attachauth=ANoY7cqTX2czJM3f5JhjNe9T0kF2dFvQRCq8792kmeOBqYUQzRsc6FnFXkSPHPpdvRRA5AVXZ6uZ_dSY9MVXDyrbIYRjqVL_u3dU46vhs8euMnL7NWSvV_eWkvD7LNf31UrB149OqH10cXpxOEBScXBbXLcZScH59B6-p0kjfoK5_7GO6Y40xE9FA9oTX3Zrh9eRhl2SnC5W8hheuYHwH--m-xxsW4I_a8dy7daVpHCSucoEhwT0pSgpeLBRTO1WKz_V3EZoXq6ApGWvRZz2qBilgEQ9A_S_R5u8DOL9VAEa30lX76lvkso%3D&attredirects=0
7. https://drive.google.com/a/pesb.wa.gov/file/d/0Bywqsyhf5L8rMUQ5YjI0WkR0cHM/edit