



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

Working Together for Student Achievement

**3rd Biennial Joint Report
October 2010**

Submitted to:

Governor Christine O. Gregoire

Legislative Education Committees

Superintendent of Public Instruction Randy Dorn

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Introduction

Charge from the Legislature:

“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” (Basic Education Goals).

The 2005 Legislature transferred the policy and rule making authority for educator preparation and certification from the State Board of Education (SBE) to the Professional Educator Standards Board (PESB) and significantly reconstituted the SBE, giving it an expanded leadership role in strategic oversight and policy for the state’s K-12 educational system.

With the provision of new duties to the PESB and SBE 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.

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

State Board of Education Goals	Professional Educator Standards Board Goals
Advocate for an effective, accountable governance structure for public education in Washington	Facilitate and advocate for improved statewide educator data collection and use needed to inform state policy
Provide policy leadership for closing the achievement gap	Establish an effective, systemic approach to recruitment of high caliber prospective educators into high demand area and from underrepresented populations
Provide policy leadership to increase enrollment and success in secondary and post-secondary education	Provide policy and programmatic support to ESDs and school districts to ensure a quality educator workforce
Promote effective strategies to make Washington’s students nationally and internationally competitive in math and science	Ensure that Washington’s educator preparation programs supply highly- effective educators that meet statewide demand
Advocate for policies to develop the most highly effective k-12 teacher and leader workforce in the nation	Collaboratively establish policy and system supports for quality educator development along the career continuum

State Education Reform Plan

One of the most important ways we have worked together over the last two years is through our joint work on the State Education Reform for Race to the Top and legislation for E2SSB 6696 and ESHB 2261. The SBE and PESB have recently developed new strategic plans for each board which include ways for us to collaborate together. In addition, the SBE and PESB are developing objectives in their goals to address the State Education Reform Goals and Operating Conditions.

The chart below shows how SBE’s and PESB’s objectives and goals address the State Education Reform Goals.

State Education Reform Goals	Related SBE Objectives	Related PESB Objectives
All Washington students will enter kindergarten prepared for success in school and life	Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum	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
All Washington students are competitive in mathematics and science nationally and internationally	Provide system oversight for math and science achievement Strengthen science high school graduation requirements	Establish and uphold high and relevant preparation program standards that incorporate rigorous content knowledge To enable all students to graduate able to succeed as learners and citizens Recruit high caliber candidates and provide quality preparation opportunities through strong, field-based partnerships between school districts and preparation programs

State Education Reform Goals	Related SBE Objectives	Related PESB Objectives
<p>All Washington students attain high academic standards regardless of race, ethnicity, income or gender</p>	<p>Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English Language Learners</p> <p>Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum</p> <p>Review state and local efforts to improve quality teaching and educational leadership for all students</p>	<p>Ensure that preparation programs are responsive and relevant to the diverse needs of Washington’s communities</p> <p>Develop policies and incentives to support equitable distribution of highly effective educators statewide</p> <p>Advocate for scholarships that support recruitment and retention of high caliber prospective educators from underrepresented populations</p>
<p>All Washington students graduate able to succeed in college, training, and careers</p>	<p>Provide leadership for a state prescribed graduation requirements that prepare students for post-secondary education, the 21st century world of work and citizenship</p> <p>Create a statewide advocacy strategy to increase post secondary attainment</p> <p>Provide policy leadership to examine the role for middle school preparation as it relates to high school success</p>	<p>Advocate for educator professional development opportunities that are accessible and relevant and that lead to positive impacts on student learning, and help close the achievement gap</p> <p>Inform districts of their out-of-endorsement assignments and provide strategies for alleviating these situations</p> <p>Facilitate entry into educator preparation programs by supporting academic preparedness, access, and affordability and expanding the options available to obtain quality preparation</p>

Operating Conditions and Strategies

Rigorous and Aligned Student Standards, Curriculum and Assessments

In addition to setting new goals and objectives, the SBE has been working on a graduation framework that defines essential requirements, views high school graduation as a beginning not an end, and creates a P-20 view. This work is important in light of recent data, such as:

- 80% of the future job market will require some form of postsecondary training;¹
- Washington ranks 46th in the nation for the chance of college by nineteen;²
- Not all of our students are equally prepared to meet the minimum entrance requirements of Washington's four year public colleges.³

The SBE's work is also aligned with the Washington Legislature's recent revision to the basic education act, to include: "School districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment and citizenship" ([RCW 28A.150.220](#)).

Washington State Graduation Requirements – Career and College Ready (for the Graduating Class of 2016)

SBE's work on graduation requirements reflects a commitment to a career and college-ready high school diploma with multiple pathways that prepares students for postsecondary education, the 21st century workplace and citizenship. During the September 2010 Board meeting, SBE approved a revised draft graduation requirements proposal, including credit requirements, policy recommendations, proposed implementation and next steps. The High School and Beyond Plan and Culminating Project will be reviewed further and acted on in November 2010. Upon adoption, SBE will forward the proposal to the education committees of the Legislature and to the Quality Education Council, as required by [RCW 28A.230.090](#). The Legislature must authorize and fund any changes that have a fiscal impact on school districts.

During the September meeting, SBE reviewed the current Washington State history and government requirements and the proposed new civics requirements. SBE considered the implications of making Washington State history and government a non credit requirement in order to provide districts with more flexibility to offer the course at middle and high school levels. Successful completion of the credit would be noted on students' transcripts. If SBE increases the number of course credits in social studies required for high school graduation under [RCW 28A.230.090](#), SBE shall also require that at least one-half credit of that requirement be coursework in civics as required by [RCW 28A.230.093](#). Districts will need to create an additional course if they do not already have a standalone civics course, as well as clarifying where the course should be placed. The new tribal sovereignty curriculum will be integrated into either the Washington State history and government or civics requirements, and other social studies curricula.

Standards for Washington Teachers

As Washington contemplates revision of its student standards and learning goals, the PESB will continue to ensure that standards for Washington teachers stay ahead of the curve in ensuring that subject area competencies are rigorous and appropriate for supporting students. Revised Elementary Education endorsement competencies and the Elementary Education WEST-E subject knowledge test, for example, ensure subject knowledge competency in mathematics necessary to support instruction in algebra.

¹ Holzer, Harry and Robert Lerman The Future of Middle Skill Jobs, Brooking Institution February 2009.

² NCHEMS Information Center for High Education Policy making and Analysis

³ State Board of Education 2008 Transcript study.

An example of PESB's continuous focus on standards review to ensure that standards for teacher preparation mirror the needs of the state's K-12 students is reflected in Standard V- Knowledge and skills for all teachers. Originally adopted in 2007, Standard V required that preparation programs ensure that their candidate's knowledge and skills addressed the needs of students in Washington's K-12 schools. In 2010 the PESB revised Standard V to strengthen the knowledge and skills for all teachers to include cultural competence and principles of language acquisition for the state's increasingly diverse student population. PESB's continuous review of standards allows the state to be responsive to the needs in Washington's schools and adapt standards accordingly.

The PESB and SBE know that closing the achievement gap for K-12 students is key to ensuring highly effective math and science educators and increasing underrepresented populations in the educator workforce. That's why PESB recruitment efforts include programs that reach into Washington middle and high schools, such as the Recruiting Washington Teachers Program (RWT). Since 2007, RWT has provided advising and academic support for over 100 high school students from underrepresented populations to graduate high school and pursue college and teaching credentials in Math, Science, English Language Learners, Bilingual and Special Education.

Cultural Competence in Professional Practice

A key component in addressing the achievement gap for K-12 students is ensuring an educator workforce that reflects the cultural competence in professional practice necessary to serve the increasingly diverse populations in our public schools. In consultation and collaboration with the Achievement Gap Oversight and Accountability Committee, per the charge of ESHB 2261 enacted as a result of the 2009 session, the PESB assembled a Cultural Competency Workgroup to identify specific recommendations for changes in preparation and certification standards that reflect cultural competence in professional practice. In December 2009, the PESB released the report and recommendations of the Cultural Competency Workgroup, "Preparing Teachers for Schools as They Are: Recommendations for Cultural Competence for All Teachers in Washington State", which extended beyond the legislative charge to include recommendations related to ensuring cultural competence of district superintendents, school principals and school support staff as well. In July, 2010 the PESB adopted new beginning and professional level teaching standards reflecting cultural competency, with a particular emphasis on competencies in language acquisition all teachers need to support English Language Learners.

State Assessments

The Washington state assessments help gauge the system's progress and OSPI and SBE have worked together to ensure that the assessments are accurately measuring students' academic progress. SBE is required to identify the scores that students must achieve to meet standard on the state assessments and for high school students to earn a certificate of academic achievement as required by RCW 28A.305.130 (4) (b). In August 2010, SBE approved OSPI's recommendations for the mathematics cut scores that students in grades 3-8 must achieve to meet standard. High school students will take the mathematics end-of-course assessments in Algebra 1/Integrated Mathematics I and Geometry/Integrated Mathematics II, and the SBE will set the cut scores needed for graduation in August 2011.

The 2010 Legislature required OSPI, in consultation with SBE, to develop a statewide high school end-of-course assessment measuring student achievement of the state science standards in biology to be implemented statewide in the 2011-12 school year. OSPI must also determine whether additional end-of-course assessments in science should be developed.

Great Teaching and Leadership Supported by Strong Preparation, Continuous Improvement and Recognition Of Excellence

Evidence-based Standards

Washington has made a significant shift in what is expected of our certified educators and the programs that prepare them. Knowledge and skill standards for teachers and principals now demand not only demonstrated competency in prospective performance, but also evidence of the results of that performance, as measured by impact on students and schools. For our prospective teachers, Washington is one of five lead states in a 20-state pilot of a nationally-available teacher performance assessment that will require student-based evidence of teaching effectiveness prior to certification. It will be launched in September 2011 and will be fully consequential for residency certification in the 2012-13 school year. This instrument, the Washington Teacher Performance Assessment (WTPA) will provide not only a powerful new accountability mechanism for preparation programs and their candidates, but also yield comparability data across the states administering it. This will be a first valid and reliable comparison of preparation program quality across states as measured by the effectiveness of their completers. This new assessment of instructional effectiveness as is in addition to the revised, highly rigorous Washington Educator Skills Test (WEST-E), which is aligned with Washington's endorsement competencies and is required for each of the 33 subject area endorsements a prospective teacher may earn.

Continuum of Educator Development

A core component of the mission of the PESB is that our policies support a coherent continuum of educator development that ensures all educators are acquiring the knowledge and skills they need at each stage of their career and licensure. Our goal is to promote a continuum that is developmentally appropriate, with progressive degrees of knowledge and skills that can be clearly tied to positive outcomes for students.

Professional Certificate

Second tier, professional certification for teachers has undergone major transition in the past two years. Prompted by wide-spread belief that too much variance in quality and program existed across higher education professional certificate programs, the PESB proposed and Legislature enacted a requirement for a "uniform and external assessment" to serve as the new culminating measure of professional certification. During the 2009 session, the Legislature took a step further by eliminating the requirement that candidates complete a higher education program, thus allowing for a broader range of pathways teachers can pursue to support their successful completion of the new assessment requirement. In January 2010, the PESB official launched the ProTeach Portfolio. Partnering with Live Text and Educational Testing Services, the ProTeach Portfolio is the first large-scale consequential portfolio



assessment in the country delivered and scored entirely online. The *ProTeach Portfolio* (external assessment) is completed by the teacher in the context of their daily classroom experience, and measures their performance against clear, meaningful standards. A variety of support cohorts, operated by Educational Service Districts, higher education institutions, Washington Education Association and individual school districts, are spreading state-wide to serve as resource and support to teachers compiling their portfolios. The online authoring system itself contains tremendous resources to guide teachers in structuring portfolios that respond to the standards and criteria, and once they register for the ProTeach, teachers have up to 14 months to construct their portfolio using the online tools.

PESB recommendations enacted via ESHB 2261 prompts teacher movement along the certification continuum more quickly than was previously the case. The timeline from a teacher's first residency certificate to when they must achieve a passing score on the *ProTeach Portfolio* has been shortened, with the expectation that fully-employed teachers begin working toward the Professional Certificate in their third year; while also allowing for extensions based on breaks in service, as depicted on this [detailed diagram](#).

Upholding its commitment that this new high-stakes assessment result in the award of professional certification to those teachers that demonstrate professional practice and positive impact on students, the [PESB was awarded a grant from the Bill and Melinda Gates Foundation](#) to fund a research project conducted by the University of Washington on the validity of the ProTeach Portfolio as a measure of effective teaching. The first value-added research study in Washington State, with results expected in 2012, this study will address the predictive validity teacher scores on the ProTeach Portfolio and student achievement gains.

Preparation Programs Responsive to State and District Needs

In addition to preparation program standards and assessments that ensure prospective educators possess effective knowledge and skills, this past year the PESB adopted more rigorous standards related to program design and capacity, use of data for continuous improvement, and ongoing incorporation of substantive input and guidance from practicing educators that serve on Professional Education Advisory Boards (PEABs) for every preparation program.

Innovations in preparation program design in Washington have been spurred by incentive and necessity. The Alternative Route Partnership Grant Program, launched in 2002, has yielded much experience and information about: the importance of tailoring programs to state and local district workforce need; providing a pipeline that serves a geographically diverse state such as ours; the challenges of providing high-quality, intensive preservice mentoring; and customizing programs to reflect differing intern knowledge and experience. In the 2010 legislative session, the PESB supported and legislature enacted the Partnership Grant Program criteria and the [four types of alternative route programs available for career-switchers and experienced paraeducators](#), as our codified definition of alternative routes, and further removed the restriction of preparation of educators to baccalaureate-degree granting higher education institutions. The PESB's adoption of new program design standards reflects our desire to set a high bar for programs and articulate a future vision for program design that attracts strong candidates, provides outstanding preparation, and meets district needs. New program design standards for all

programs – traditional, alternative route, provided by a higher education institution or other entity, require that:

- Preservice mentors are experienced instructional leaders with training in adult learning and mentoring;
- Candidates have field experiences throughout their preparation program, of no less than a total of 450 hours, including internship experiences with populations dissimilar to their own;
- Increased faculty presence in K-12 schools and classrooms; and
- Programs have recruitment and enrollment plans that reflect regional need in terms of subject and geographic shortages, and state and local goals related to increasing production of educators from underrepresented populations.

Implementing more innovative, demanding standards for program design will require far greater contribution of support and resources by the PESB, preparation programs and in particular school districts and schools in which preservice educators are placed. Research and best practice demand that gone are the days where “student teaching” occurred as a courtesy between a school district or school and a preparation program as a somewhat out-of-context event. Preservice field experiences must be an integral part of both a school district’s workforce development and school and student learning improvement strategy. Models like co-teaching provide professional development for veteran teachers as well as preservice interns, and the learning gains for students can be dramatic. Districts able to better predict their future workforce need must plan collaboratively with preparation programs to tailor recruitment and enrollment to better respond to that anticipated need. The PESB and the SBE view this as an important area for collaborative policy and advocacy in that much work remains to change the relationship that currently exists between school districts and preparation programs across our state.

In acknowledgement of the importance of quality teaching and in the interests of analyzing the role of public policy, the SBE and PESB invited a representative of the National Center for Teaching Quality, a non-partisan, non-profit research and advocacy group, to present at a joint meeting held in November 2009. During the meeting, Sandi Jacobs, Vice President for Policy for the National Center for Teaching Quality, presented information from a report on Human Capital in Seattle Public Schools and Implications for Washington State Effective Teaching Policies. Discussion topics including teacher preparation, expanding the pool of teachers, identification of effective teachers, incentives through the state salary schedule, principal and teacher evaluations, and professional development. The Center’s presentation is available on the [SBE’s website](#).

National Board Certified Teachers

The SBE has been interested in the initial impact of the policy incentive program to provide incentives to National Board certified teachers (NBCT), so a [study was conducted](#) jointly between the SBE and the Center for the Study of Teaching and Policy. The study reports that the number of NBCTs working as classroom teachers in K-12 public education in Washington more than tripled from 2006-07 to 2009-10. The NBCTs certified in 2009 reflect increasing proportions of teachers of color, though still lower than state averages. The regional distribution of NBCTs in teaching assignments roughly

corresponds to the statewide pattern, with the exception of the Central Puget Sound region. A slightly smaller proportion of NBCTs are located in schools within towns or rural areas, and a slightly larger proportion of NBCTs work in middle schools and high schools compared to other teachers.

While a larger proportion of NBCTs are located in low-poverty schools and in schools where students typically perform better on the state's student assessments, the proportion of NBCTs located in higher-poverty schools has increased in recent years and is growing closer to the state average (20 percent of NBCTs compared to 22 percent of non-NBCTs in 2008-09). In sum, the analyses of the initial implementation of the state's incentive program for NBCTs indicates that there is evidence of improvement in addressing the dual goals of increasing the overall numbers of NBCTs and providing increased access to NBCTs in challenging schools. It will be important to watch whether these trends continue in subsequent years.

Accountability System for Preparation Program Quality

The PESB's action to adopt evidence-based standards for teacher preparation has led to new thinking and challenging questions about what a movement to evidence-based should mean more broadly. This includes implications for our system of preparation program approval that like most states is currently based primarily on infrequent site visits, heavily reliant on professional judgment, and largely uses input-based indicators not tightly linked to candidates. The PESB has set in motion fundamental redesign of its system of preparation program accreditation. Goals for the new system include:

- Greater movement to meaningful indicators of positive impact on students and schools;
- More generation of data more frequently at the state level to inform program improvement and state policymaking; and
- Less compliance/reporting requirements for institutions so they can focus on using data for continuous improvement.

Particularly important in light of expansion to non-traditional providers, the PESB has a commitment to maintaining rigorous standards and oversight of preparation program quality.

The performance data, incorporating student-based evidence, that will be available from the Washington Teaching Performance Assessment, required for completion of a Washington teacher preparation program beginning in the 2012-13 school year, and the aggregate data from the state's new teacher and principal evaluation system available beginning in 2013 will clearly be important indicators of preparation programs quality, as measured by the success of their graduates. However, the PESB is already taking steps to improve the data available to preparation programs to support continuous improvement, inform PESB and public understanding of program quality and for accountability purposes.

Washington preparation programs have numerous, annual and ongoing reporting requirements produced by institutions, but they have not been compiled in a way that provides a comprehensive picture, across institutions, which can be accessed and reviewed by the PESB or others in a meaningful way. With the legislatively mandated

transfer of the Professional Education Division from OSPI to the PESB in July 2009, the PESB took on the task of improved data collection and reporting.

The PESB Preparation Program Data Project offers an important opportunity for the board and preparation programs to demonstrate our commitment to analysis of information which supports improved practice and positive impact on student learning. Beginning in the fall of 2009, PESB convened and developed shared agreement with preparation programs to advance existing and future data onto a publicly available, web-based set of presentations on what we know and where we need further development and/or research.

The projects first deliverable is the Completer Table. A number of state and local reporting requirements start with the basic outputs of preparation programs; successful teaching candidates and their endorsements. The PESB has the capability to query a variety of records within the state education system and begin matching that information to the “completers” from teacher preparation programs. Beginning October 1, 2010, all preparation programs will be required to submit basic demographic information about completers including agreed upon descriptors. By matching certification ID’s with completer information, PESB can begin tracking employment trends, endorsements and assignments and other information to improve practice.

Analytics consist of both policy implications and trends or snapshots of data. Collected raw data does not provide much value if it is not presented in a user friendly model. PESB is responsible for policy analysis, with verification of data and interpretation support from our partners. Analytics can also include more sophisticated evaluation of information and separate studies. Finally, displayed data can often direct research by identifying questions that can’t be effectively answered with current collected data. For this reason, the PESB has convened a research advisory, the meetings of which have drawn dozens of researchers from Washington higher education institutions and policy think tanks.

The first legislative report will introduce policy makers to observations and policy statements based on the data populating the completer table, but will also invite and guide policymakers and staff in further exploration of the data site, guided by their own questions and information needs.

While the PESB’s new preparation program data system will yield tremendous new insights about program quality and fuel continuous improvement, the system does not stand alone and relies upon continued progress of OSPI’s CEDARs data system to provide the crucial link between educator credentials and what they are actually assigned to teach and demographic data on who they are teaching. The PESB staff continues to serve on the Data Governance Group and support continued collaboration and development of this system.

Similarly, the PESB has continued to advocate with OSPI for full funding and development of an E-certification system. Currently, neither the PESB nor the Certification Office at OSPI have a means for contacting certificate holders to inform them of changes in requirements or alert them related to their certificate status nor is there a means for certificate holders to access this information online. Currently educators can

work through their district office, which can access most information on line. What is needed, and available in most states, is a user interface that allows educators to understand the status of and requirements for maintaining their certification via of easily-accessible online information. With different access permissions, parents could also access information about the credentials of their child's teacher, school principal, school counselor, or other certificated roles.

Strong Support, Assistance and Performance Accountability for Schools and Districts Where Performance is Accelerated Through Innovation, Transformation and Support

Required Action Districts

The 2010 Legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving (PLA) Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading. A Required Action District may have one or more schools involved. The following steps must take place to determine which districts could become Required Action Districts:

- By December 2010, and annually thereafter, the Office of Superintendent of Public Instruction (OSPI) shall develop a list of the five percent persistently lowest achieving Title I or Title I eligible schools;
- By January 2011, and annually thereafter, the Office of Superintendent of Public Instruction (OSPI) shall recommend to the State Board of Education (SBE) Required Action Districts based on the availability of federal funds for school improvement and OSPI criteria as defined in rule; and
- In January 2011, and annually thereafter, provided federal funds are available, the SBE will designate the Required Action District(s) based on OSPI's recommendations.

Once the SBE designates one or more Required Action Districts, those districts must follow a schedule SBE adopts by rule to complete a Required Action Plan. The schedule includes a review of the Required Action Plans by OSPI to ensure they meet the requirements of the Federal School Improvement guidelines to receive funding and also includes final approval by the SBE.

Provisions are made in law for mediation or superior court review if the local parties are unable to agree on a Required Action Plan or the district does not submit a Required Action Plan. Upon SBE approval, each Required Action District will receive the federal grant to implement its Required Action Plan using one of the four federal models for intervention (closure, restart, transformation or turnaround) over a three year period. The plan must be in place for the beginning of the school year in which a district is designated a Required Action District. OSPI will report on the progress of the Required Action District schools twice a year to the SBE, based on the Required Action District's plan and metrics.

After three years, OSPI will make a recommendation to the SBE as to whether the Required Action District should be released. The SBE will then release the district from designation as a Required Action District. If the Required Action District is not released, then it will have to develop a new or revised plan.

The SBE and OSPI are working together to adopt final rules for their roles in the state's accountability system and Required Action Districts with lowest-achieving schools. The SBE will hold a hearing and adopt final [rules](#) in November, 2010. The adoption of rules by SBE and OSPI will allow the state to remain on schedule for implementing the accountability components of [E2SSB 6696](#) beginning in January 2011. The SBE's most current work on the accountability rules can be found on the Web at www.sbe.wa.gov.

Accountability Index

The SBE Accountability Index was used to identify the [Washington Achievement Award Winners](#). The Awards recognize the state's top-performing schools. In 2009, 174 schools were recognized for both Overall Excellence (awarded to the top 5 percent of all elementary, middle, high, and comprehensive schools across the state) and Special Recognition Awards in the following areas: language arts, mathematics, science, extended graduation rate, and gifted education. In 2010, schools will also be recognized for closing racial/ethnic/income achievement gaps as well as for improvement. Award recipients demonstrate the capacity to profoundly affect student learning. More information and a [list of recipients](#) are available on OSPI's Web site.

Supporting Districts in Establishing and Maintaining a Highly Effective Educator Workforce

Because ensuring a highly effective educator workforce is the most important influence on student learning, the PESB and SBE are committed to doing all we can to assist and support districts in workforce development that aligns with and furthers their student learning and school improvement strategies.

Washington has relied on several sources of data to gauge educator supply and demand and inform our strategies for addressing shortages, including district perception of difficult in hiring and size of available pool and indicators such as district requests for emergency and/or conditional certification, or out-of-endorsement assignment. Unreliable and unable to project future need, these measures have failed to take into account the challenges facing districts such as funding streams that incentivize late hiring, tenure-based provisions of local bargaining agreements, and districts' own lack of time and expertise in formulating more effective staffing strategies.

Better data is needed, as well as improved human resource and staffing practices to that act on that data. [E2SSB 6696](#) requires multiple state entities to engage with school districts in an unprecedented level of data analysis and planning with regard to current and projected status of Washington's educator workforce beginning in the 2010-11 school year.

Key to this work is the state-funded, Education Data and Research Center (EDRC). This entity has as its mission the coordination of P-20 education data and research activities of all education-related state agencies so that the best data are available to track and help guide the implementation of P-20 system goals. Beginning in the 2010-11 school year and annually thereafter, Washington's Professional Educator Standards Board, together with each of Washington's nine educational service districts, are required to convene representatives from each district in each region, and representatives from educator preparation programs – both traditional and alternative - to review EDRC, district and

regional educator workforce data, make biennial projects of regional workforce need, and identify how recruitment and enrollment plans in educator preparation programs will be responsive to these projections. E2SSB 6696 further requires the Washington State Higher Education Coordinating Board to establish “service regions” assigned to each of the public institutions in Washington, to analyze whether adequate access to educator preparation offered by our public institutions exists, and where inadequate, establish a plan for public institution response and /or plans to establish other means. In particular, higher education institutions must demonstrate their strategies and results for increasing enrollment and production in STEM teaching fields.

In addition to this more systemic, statewide approach, in the past several years the PESB has implemented numerous new policy and programmatic initiatives aimed at responding to district workforce development needs. These include the Educator Retooling program, which in its 4th year of operation has provided financial assistance enabling over 600 teachers from 175 school districts to add endorsements in subject matter shortage areas, such as math, science, special education and English Language Learners.

Although the current economic situation has greatly curtailed district hiring of Washington preparation program completers, the PESB continues to develop and implement new recruitment strategies responsive to current and projected need. A 2008 University of Washington study commissioned by the PESB found that one of the barriers to undergraduate students pursuing a teaching credential and career is lack of understanding about options and requirements. The 2009 legislature, in enacting ESHB 2003, charged the PESB with improving our system of educator recruitment. This past year the PESB launched Pathways, an interactive website with clear information and options for individuals considering pursuit of preparation to become a Washington teacher. Distribution of our Alternative Route and Paraeducator Pipeline scholarships take into consideration available data on district and regional projected need. Proposals from new preparation programs must provide evidence that they will target regions and subject areas anticipating shortages. As opposed to the traditional “fire hose” strategy of producing pools of educators in hopes they will land where needed, increasingly PESB recruitment-related policies and programs are focused and strategic.

Specialized Credentials for Emerging District Needs

Increasingly, the PESB is approached about new, specialized credentials for educators, such as a “lead teacher” or “master teacher” designation; a “turnaround principal” for low-performing schools; and an elementary math specialist endorsement. The PESB is actively exploring the creation of these new credentials. Key to our consideration, however, will be ensuring a linkage between production and district employment. In a large state like Washington, distribution of educators, whether prepared at the preservice level or trained in specialized credentials later in their career continuum, will not occur naturally. Two hundred elementary math specialists produced from a Western Washington higher education institution will not necessarily ensure that a rural Eastern Washington school district will be able to recruit or employ one. Production must be linked with district ability to hire, access to programs leading to the credential, and strong recruitment efforts and incentives.

Gaining Efficiencies and Effectiveness

In 2010, SBE reviewed and updated its goals to include advocating for an effective, accountable governance structure for public education in Washington. SBE believes that a periodic check of the state's education governance can provide insight into the existence of common goals and identification of potential efficiencies to be gained. SBE also adopted the goal of advocating for policies to develop the most highly effective K-12 teacher and leader workforce in the nation. Due to the multitude of institutions and agencies involved in this issue, a unified effort is needed to increase the system's effectiveness.

Ensuring Momentum and Coherence as We Progress

SBE and the PESB are committed to supporting coherent, system-wide policy that raises achievement for all Washington State students. Since 2005, the Boards have designated liaisons to attend the other Board's meetings. The executive committees of each Board and staff have held joint meetings to discuss and act on issues of common interest. Both Boards have coordinated efforts with the Office of Superintendent of Public Instruction and other boards and agencies that inform the work and are affected by the policy making of both Boards. Each Board will continue to maintain open communication and coordination of policy review and rule adoption.

The two Boards are also committed to supporting the State's Education Reform Goals. SBE and PESB will jointly urge the Governor and Legislature to support continued progress with regard to:

- Changing the compensation system;
- Maintaining plans to fully implement the statewide teacher and principal evaluation system in the 2013-14 school year;
- Supporting professional development; quality continuing education via professional growth planning;
- Fully funding beginning educator induction and mentoring;
- Fully implementing an E-certification system that provides a user interface for educators and public for information on educator licensure status and requirements;
- Closing the achievement gap; and
- Ensuring that students graduate able to succeed in college, training, and careers.

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):

Steve Dal Porto, Ed.D.
Phyllis Bunker Frank
Connie Fletcher
Bob Hughes
Warren T. Smith, Sr., Vice Chair

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

John C. "Jack" Schuster

Superintendent of Public Instruction:

Randy Dorn

Seven Governor Appointees:

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

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

Anna Laura Kastama, Western Washington
Jared Costanzo, Eastern Washington

State Board of Education Staff

Edie Harding, Executive Director
Kathe Taylor, Policy Director
Brad Burnham, Policy and Legislative Specialist
Sarah Rich, Research Director
Loy McColm, Executive Assistant
Ashley Harris, Administrative Assistant
Aaron Wyatt, Communications

Appendix B: Professional Educator Standards Board Members and Staff

Professional Educator Standards Board Members

Twelve Governor Appointees:

Bruce Becker, Technology Integration Specialist, Lake Washington School District
Lori Blanchard, Chair of the Montesano School Board
June Canty, Professor and Director of Education Programs, Washington State University, Vancouver
Colleen Fairchild, Third Grade Teacher, North Kitsap School District
Molly Hamaker-Teals, Math Teacher/Math Coach, Kennewick School District
Myra Johnson, School Counselor, Clover Park School District
Roshni Jokhi, Special Education Teacher, Sedro-Woolley School District
Gil Mendoza, Superintendent, Sumner School District
Nancy Smith, K-12 Literacy Coach, Bellingham School District
Stephen Rushing, Chair, Principal, Bethel School District
Barbara Taylor, Integrated Science and Biology Teacher, Othello School District
One vacancy

Superintendent of Public Instruction:

Randy Dorn

Professional Educator Standards Board Staff

Jennifer Wallace, Executive Director
Esther Baker, Director of Educator Assessments
David Brenna, Legislative and Policy Coordinator
Pamela Cook, Executive Assistant
Joseph Koski, Policy and Research Analyst
Larry Lashway, Director of Program Support
Christine Mager, Office Assistant
Mea Moore, Program Director, Educator Pathways
Corll Morrissey, Program and Partnerships Specialist
Maggie Pazar, Administrative Assistant
Coleen Putaansuu, Program Specialist
Cheryl Ricevuto, Program Specialist
Erin Smessaert, Administrative Assistant

Appendix C: State Board of Education Strategic Plan

Introduction: Policy Roles, Authority and Policy Context

SBE Mandate and Roles

In 2005, the Washington State Legislature significantly changed the role of the State Board of Education (SBE). While the Board retains some administrative duties, SBE is now mandated to play a broad leadership role in strategic oversight and policy for K-12 education in the state. RCW 28A.305.130 authorizes SBE to:

- Provide advocacy and strategic oversight of public education;
- Implement a standards-based accountability system to improve student academic achievement;
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles;
- Promote achievement of the goals of RCW 28A.150.210, as stated herein: The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the *knowledge and skills essential to*:
 1. Read with comprehension, write with skill, communicate effectively and responsibly in a variety of ways and settings;
 2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
 3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
 4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.
- Approve private schools; and
- Communicate with institutions of higher education, workforce representatives, and early learning policy makers and providers to coordinate and unify the work of the public school system.

SBE HAS FIVE ROLES. With its new charge from the Legislature and the Governor, the Board's role in the state education system continues to evolve. The Board's involvement with a range of education issues defines its multi-faceted role in Washington's K-12 educational system. The Board's five roles are to provide:

1. Policy leadership: formulating principles and guidelines to direct and guide the education system;
2. System oversight: monitoring and managing the education system by overseeing its operation and performance;
3. Advocacy: persuading for a particular issue or idea;
4. Communication: providing information to help a common understanding; and

5. Convening and facilitating: bringing parties together for discussion and collaboration.

Statutorily Required Responsibilities

Statutory Requirements and Ongoing SBE Work

SBE has several specific statutory responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. In fulfilling these responsibilities the Board has led and participated in a number of important statutorily-related initiatives in the past four years, including:

- Development of a More Comprehensive Accountability Framework: SBE has created a framework for statewide accountability; developed a recognition program for schools using SBE's accountability index to measure school performance; and obtained state intervention authority through a Required Action process for the state's lowest achieving schools;
- Revised High School Graduation Requirements: SBE developed the Core 24 Framework for High School Graduation Requirements, and continues to work towards creation of a set of graduation requirements that will best prepare today's graduates for success after high school; and
- Administrative Responsibilities: SBE also sets the cut scores for student proficiency and other performance levels on state assessments, approves private schools, monitors local school district compliance with the Basic Education Act, and approves waivers of the state-required 180 days of student instruction.

Special Legislative Assignments

In addition to the Board's statutory responsibilities, in recent years the Legislature has assigned SBE to undertake several specific tasks or responsibilities, including:

- Developing a revised definition of purpose and expectations for a high school diploma;
- Adding a third credit of math for high school graduation, and defining the content of all three credits of high school math in SBE rule;
- Completing a science standards and curriculum review; and a math standards and curriculum review;
- Producing several policy-oriented reports, including: the End of Course (EOC) assessment report; a policy options report on Science EOC; High School Transcripts, a joint report with the Professional Educator Standards Board (PESB); and the Career and Technical Education (CTE) program completion report;
- Implementing a new efficiency waiver pilot program for small school districts to change their school calendar; and
- Participating in building a coalition around ESHB 2261 and E2SSB 6696 to address basic education funding and education reform issues.

Participation on Other Boards and Work Groups

SBE also holds seats on the following boards and work groups: the Quality Education Council (QEC); the Data Governance Committee; the Education Research and Data Center Work Group; Building the Bridges Student Support Work Group; the Race to the Top Grant Steering and Coordinating Committees; and the Science, Technology, Engineering, and Mathematics (STEM) Work Group. In addition, SBE consults with the Achievement Gap and Oversight Committee and the Office of Superintendent of Public Instruction (OSPI) on the Science EOC for Biology.

Defining SBE's Stakeholders

SBE is an organization with many stakeholders and constituents across the state. Stakeholders include the Legislature, the Governor, school board directors, superintendents and administrators of the state's 295 school districts, teachers, the ethnic commissions, community and business leaders, parents and students. All of the people and groups identified care about the work of SBE and have an interest in its outcome. In conducting its work, SBE is attentive and mindful of its many stakeholders and their various interests. Board members have assignments as liaisons to specific agencies and associations, to ensure that the perspectives of all stakeholders are fully understood by SBE.

Coordinating with Other State Agencies

SBE works within a network of multiple agencies, including the Governor's Office, the Legislature and its committees, OSPI, PESB, and Higher Education Coordinating Board (HECB). The more connected and aligned the various agencies' education strategies and priorities are, the greater the benefit will be to the citizens of the state of Washington.

The Federal Context - The Obama Administration Priorities

The Obama education administration has promoted an agenda through the American Recovery and Reinvestment Act and its blueprint for action that embraces the following principles:

1. Standards and assurances. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
2. Data systems to support instruction. Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction;
3. Great teachers and leaders. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
4. Turning around lowest-achieving schools. Intervening in persistently lowest-achieving schools through four federal prescribed models: turnaround, closure, restart, and transformation.

The SBE participated in forming a coalition to obtain approval of Race to the Top grant funding and served on the Race to the Top Steering Committee. While the state was not

successful in obtaining the grant funding in Round Two from the U.S. Department of Education, it will continue to finalize and implement the State Education Plan originally proposed in the Race to the Top.

The Board modeled its state intervention practice (Required Action) after the newly revised federal school improvement grant process. The state identifies the bottom five percent of lowest achieving schools based on three years of performance in combined math and reading student achievement scores. Several schools will be designated by the Board through their districts for required action. Schools must select one of the four federal intervention models and will be funded through federal school improvement grants.

The Board has provided input to the U.S. Department of Education and Congressional leadership on the reauthorization of No Child Left Behind/Elementary and Secondary Education Act by promoting its new state accountability index, which the Board believes is a more fair way to identify schools that are exemplary or struggling.

The Draft State Context: Development of the Washington State Education Plan

The 2010 draft State Education Plan is designed to significantly advance Washington’s K-12 achievement levels. SBE has served as a catalyst to help define and create the Education Plan and move it forward. The Plan’s Vision is: *All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship.*

The draft Plan identifies four large goals for Washington:

1. Enter kindergarten prepared for success;
2. Be competitive in math and science nationally and internationally;
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps; and
4. Graduate able to succeed in college, training, and careers.

Obtaining broad stakeholder input and buy-in on the Plan, advocating for its adoption by the Legislature, ensuring adequate funding for the Plan’s priorities, and assessment of the state’s progress in achieving its goals will be a major focus for SBE in the next several years.

The Current State of Washington’s K-12 Education Performance

SBE staff has assembled data to create a picture of the state’s current educational performance, to inform development of this Strategic Plan. The major conclusions from that work are that there are both:

Notable Successes	And Major Challenges
<ul style="list-style-type: none"> • Washington performs above average on the National Assessment of Educational Progress (NAEP) Washington is ranked 16th in the nation for the percent of seniors (16%) 	<ul style="list-style-type: none"> • Our state’s incoming kindergarteners are often underprepared for success in five major domains • There is a significant and persistent

Notable Successes	And Major Challenges
<p>who score a three or higher on an Advanced Placement exam</p> <ul style="list-style-type: none"> Washington students consistently score above national averages on the ACT For the seventh consecutive year, Washington State SAT averages are the highest in the nation among states in which more than half of the eligible students took the tests More Washington college students return for a second year and complete their two- or four-year studies than in other states: Washington outperformed 37 states in 2006 	<p>achievement gap demonstrated by assessment results and graduation rates</p> <ul style="list-style-type: none"> Funding for K-12 education has grown steadily, yet Washington is still ranked 45th in the nation on per pupil expenditures Graduation and dropout rates have not improved over the past six years Fewer Washington students go from high school directly to college than in most other states: Washington ranked 45th in the nation in 2006

Vision, Mission, and Summary of Goals

Vision

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

Summary of Goals

- GOAL 1: Advocate for an Effective, Accountable Governance Structure for Public Education in Washington.
- GOAL 2: Provide Policy Leadership for Closing the Academic Achievement Gap.
- GOAL 3: Provide Policy Leadership to Increase Washington’s Student Enrollment and Success in Secondary and Post-Secondary Education.
- GOAL 4: Promote Effective Strategies to Make Washington’s Students Nationally and Internationally Competitive in Math and Science.
- GOAL 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation.

Goals and action strategies

Goal 1: Advocate for an effective, accountable governance structure for public education in Washington

- A. Catalyze educational governance reform in Washington (Timeline 2011-2014)
 - 1. Define the issues around governance
 - 2. Create a synopsis of literature on governance reform
 - 3. Provide systems map to demonstrate the current Washington’s K-12 governance structure

4. Examine other governance models for system reorganization and reform
5. Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions
6. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state's educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities
7. Create a public awareness campaign around governance issues
8. Support process identified to examine and make governance recommendations

Products/Results:

1. Produce a compelling set of materials on need for change in public education governance by 2011
2. Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature

B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan
2. Share the State Education Plan and solicit input from education stakeholders
3. Collaborate with state agencies on a work plan for the State Education Plan's implementation, delineating clear roles and responsibilities
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities

Products/Results:

1. Incorporate stakeholder Education feedback on the State Education Plan
2. A visible, credible, and actionable State Education Plan by 2011
3. Implementation schedule prepared for State Education Plan
4. Adopt the State Education Plan's performance targets as SBE's own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012

Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap

A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners (Timeline 2010-2014)

1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap
2. Together with OSPI, implement the Required Action process for lowest achieving schools

3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index
4. Work with stakeholders to assess the school improvement planning rules
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE

Products/Results:

1. Use data to turn the spotlight on schools that are not closing the achievement gap
 2. Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011
 3. In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012
 4. Create new awards for the achievement gap in the 2010 Washington Achievement Awards program
 5. Create district and state level data on SBE Accountability Index
 6. Work with stakeholders on creating performance measures on college and career readiness
 7. Revise school improvement plan rules
 8. Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal #2
 9. Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions
 10. Incorporate stakeholders' perspectives on their educational experiences in SBE decisions
- B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum (Timeline 2010-2018)
1. Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes
 2. Promote early prevention and intervention for K-3rd grade students at risk for academic difficulties

Products/Results:

1. SBE will support bills that increase access to high quality early learning experiences
2. Create case studies of schools that succeed in closing academic achievement gaps in grades K-3

Goal 3: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education

- A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship (Timeline 2010-2018)

1. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements
2. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials
3. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies

Products/Results:

1. Adopt new rules and related policies for the revised graduation requirements by 2011-12
2. Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support
3. Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter

B. Create a statewide advocacy strategy to increase post-secondary attainment (Timeline 2010-2014)

1. 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
2. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education

Products/Results:

1. Develop a "road map" of state strategies for improving Washington students' chance for participation and success in post-secondary education; document progress annually
2. Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal #2
3. Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs

C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success (Timeline 2011-2013)

1. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school

2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school

Products/Results:

1. Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require
2. Develop middle school policy recommendations to SBE via advisory group by 2012

- D. Assist in oversight of online learning programs and Washington State diploma-granting institutions (2010-2012)

1. Examine policy issues related to the oversight of online learning for high school credits
2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria

Products/Results:

1. Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012
2. Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011

Goal 4: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science

- A. Provide system oversight for math and science achievement (Timeline 2010-2012)

1. Advocate for meeting the State Education Plan goals for improved math and science achievement
2. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement
3. Monitor and report trends in Washington students' math and science performance relative to other states and countries
4. Establish performance improvement goals in science and mathematics on the state assessments

Products/Results:

1. Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington
2. Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries

3. Adopt performance goals and a timetable for improving achievement in math and science assessments
- B. Strengthen science high school graduation requirements (Timeline 2010-2015)
1. Increase high school science graduation requirements from two to three science credits
 2. Work with the HECB in requiring three science credits for four-year college admissions requirements
 3. Consult with OSPI on the development of state science end-of-course assessments

Products/Results:

1. Add third credit in science rule change for Class of 2018; with alignment to the HECB by 2011
2. Request funding as phase-in for new science graduation requirements by 2013-15 biennium
3. Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year

Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

- A. Review state and local efforts to improve quality teaching and educational leadership for all students (Timeline 2010-2018)
1. Provide a forum for reporting on teacher and principal evaluation pilot programs
 2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days

Products/Results:

1. Hold joint board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and Merit school evaluations in 2011 and 2012
2. Discontinue 180 day waivers by 2015 (contingent on state funding)

- B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching (Timeline 2010-2014)

1. Examine issues and develop recommendations on state policies related to:
 - Effective models of teacher compensation
 - Equitable distribution of highly effective teachers, including those from diverse backgrounds
 - Effective new teacher induction systems
 - Effective evaluation systems
 - Reduction in out-of-endorsement teaching
 - Effective math and science teachers

Products/Results:

1. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 legislative sessions

SBE Staff Designated Level of Effort

SBE staff reviewed the four-year strategic plan and designated the following level of effort for each of the objectives over the next one and two years:

Goal	Objective	Level of Effort	
		9/10-9/11	9/11-9/12
GOAL 1	A. Catalyze educational governance reform in Washington	***	**
	B. Use the State Education Plan to foster stronger relationships among education agencies	**	**
GOAL 2	A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners	***	***
	B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum	*	*
GOAL 3	A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship	***	***
	B. Create a statewide advocacy strategy to increase post-secondary attainment	**	**
	C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success	***	**
	D. Assist in oversight of online learning programs and Washington State diploma-granting institutions	**	***
GOAL 4	A. Provide system oversight for math and science achievement	***	**
	B. Strengthen science high school graduation requirements	*	*
GOAL 5	A. Review state and local efforts to improve quality teaching and educational leadership for all students	*	*
	B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching.	*	*

- * Minimal (e.g. phone call or e-mail to convene a meeting)
- ** Medium (part time staff analysis)
- *** Substantial (almost full time one staff work)

SBE Strategic Plan Alignment

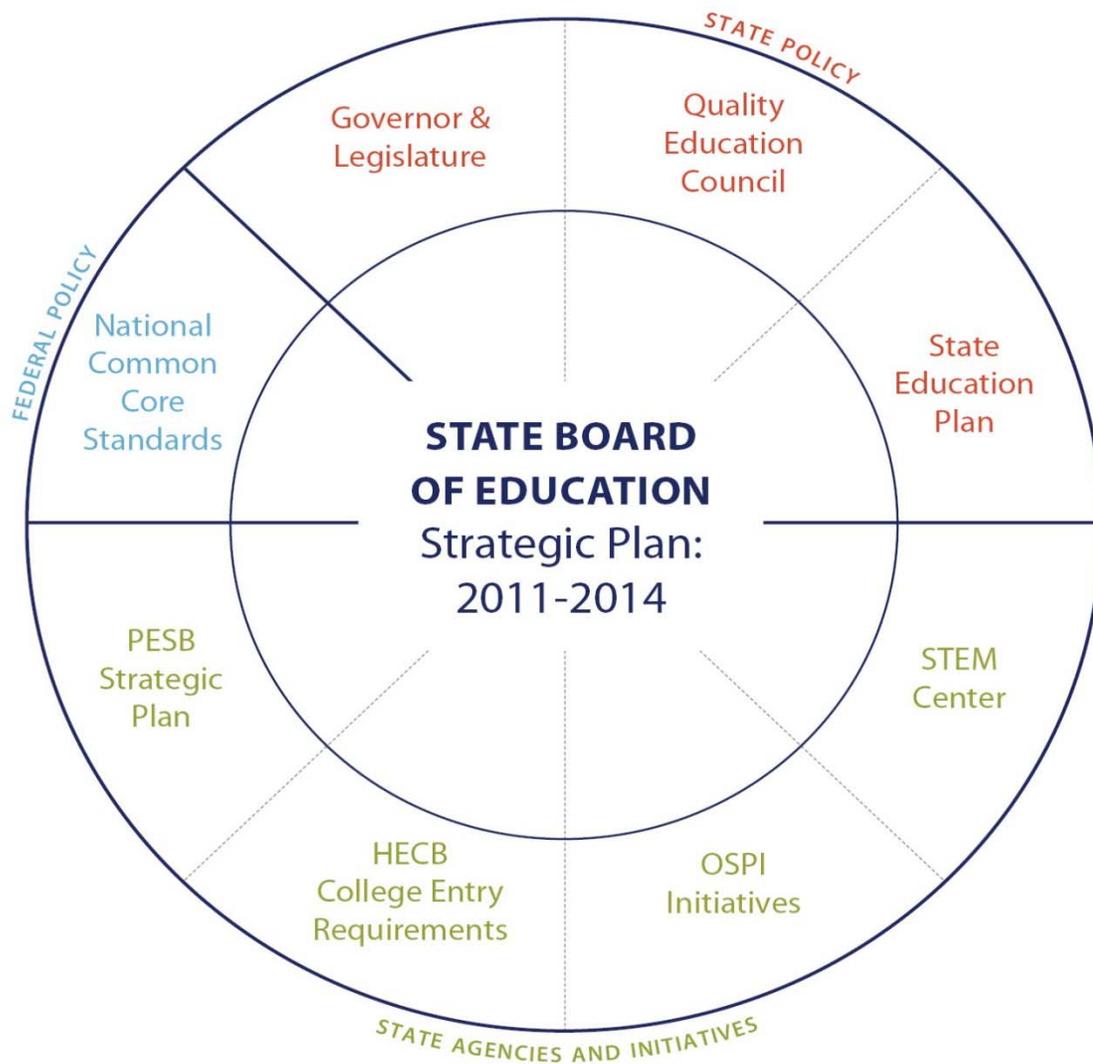
The State Education Plan's vision is that "All Washington students – regardless of race, ethnicity, income, or gender – will be prepared to succeed in the 21st century world of work, learning, and global citizenship." The Plan identifies four key goals for Washington.

SBE's four-year Strategic Plan is aligned with these four goals in the following manner:

State Education Plan Goals	Alignment of SBE Strategic Plan Goals and Objectives
1. Enter kindergarten prepared for success	GOAL 2. Objective B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum
2. Be competitive in math and science nationally and internationally	GOAL 4. Objective A. Provide system oversight for math and science achievement GOAL 4. Objective B. Strengthen science high school graduation requirements.
3. Attain high academic standards regardless of race, ethnicity, income, or gender; and close associated achievement gaps	GOAL 2. Objective A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners GOAL 5. Objective A. Review state and local efforts to improve quality teaching and educational leadership for all students
4. Graduate able to succeed in college, training, and careers	GOAL 3. Objective A. Provide leadership for a quality core of state-prescribed graduation requirements that prepare students for post-secondary education, the 21 st Century world of work, and citizenship GOAL 3. Objective B. Create a statewide advocacy strategy to increase post-secondary attainment GOAL 3. Objective C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success

SBE Plan Alignment with Various Components of Education System

While developing its Strategic Plan: 2011-2014, the State Board of Education considered federal and state educational policy context and multiple stakeholders:



Strategic Roles Framework

SBE Roles Definitions

- Policy leadership: formulating principles and guidelines to direct and guide the education system
- System oversight: monitoring the education system by overseeing its operation and performance
- Advocacy: persuading for a particular issue or idea
- Communication: providing information to help a common understanding

- Convening and facilitating: bringing parties together for discussion and collaboration

Goal 1: Advocate for an effective, accountable governance structure for public education in Washington

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Catalyze educational governance reform in Washington					
Define the issues around governance			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state’s educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Support process identified to examine and make governance recommendations	<input checked="" type="checkbox"/>				
B. Use the State Education Plan to foster stronger relationships among education agencies					
Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Share the Education Plan and solicit input from education stakeholders				<input checked="" type="checkbox"/>	

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
Collaborate with state agencies on a work plan for the Education Plan’s implementation, delineating clear roles and responsibilities	☑				☑
Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities			☑		

Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners					
Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap		☑			
Together with OSPI, implement the Required Action process for lowest achieving schools	☑				
Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index	☑			☑	☑
Work with stakeholders to assess the school improvement planning rules	☑				

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
B. Advocate for high quality early learning experiences for all children along the K through 3 rd grade educational continuum					
Advocate to the Legislature for state funding of all-day kindergarten and reduced class sizes			<input checked="" type="checkbox"/>		
Promote early prevention and intervention for K-3 rd students at risk for academic difficulties			<input checked="" type="checkbox"/>		

Goal 3: Provide Policy Leadership to Increase Washington’s Student Enrollment and Success in Secondary and Post-Secondary Education

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship					
Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support			<input checked="" type="checkbox"/>		
Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B. Create a statewide advocacy strategy to increase post-secondary attainment					
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	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success					
Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a High School and Beyond planning process in middle school			<input checked="" type="checkbox"/>		
Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school					<input checked="" type="checkbox"/>
D. Assist in oversight of online learning programs and Washington State diploma-granting institutions					
Examine policy issues related to the oversight of online learning for high school credits		<input checked="" type="checkbox"/>			
Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

4:

Goal 4: Promote Effective Strategies to Make Washington’s Students Nationally and Internationally Competitive in Math and Science

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Provide system oversight and advocacy for math and science achievement					
Advocate for meeting the State Education Plan goals for improved math and science achievement			<input checked="" type="checkbox"/>		

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement				<input checked="" type="checkbox"/>	
Monitor and report trends in Washington students' math and science performance relative to other states and countries				<input checked="" type="checkbox"/>	
Establish performance improvement goals in science and mathematics on the state assessments	<input checked="" type="checkbox"/>				
B. Strengthen science high school graduation requirements					
Increase high school science graduation requirements from two to three science credits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Work with the HECB in requiring three science credits for four-year college admissions requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Consult with OSPI on the development of state science end-of-course assessments				<input checked="" type="checkbox"/>	

Goal 5: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
A. Review state and local efforts to improve quality teaching and educational leadership for all students					
Provide a forum for reporting on teacher and principal evaluation pilot programs				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Action Strategies	Policy Leadership	System Oversight	Advocacy	Communication	Convening & Facilitating
Support the QEC and Legislative action to restore and increase Learning Improvement Days (LID) funding for 5 professional days			<input checked="" type="checkbox"/>		
B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching					
Examine issues and develop recommendations on state policies related to: <ul style="list-style-type: none"> ○ Effective models of teacher compensation ○ Equitable distribution of highly effective teachers, including those from diverse backgrounds ○ Effective new teacher induction systems ○ Effective evaluation systems ○ Reduction in out-of-endorsement teaching ○ Effective math and science teachers 			<input checked="" type="checkbox"/>		

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 Statutorily Required Responsibilities

The PESB was created in 2000 as primarily an advisory board to the Governor, Legislature, State Board of Education and Superintendent of Public Instruction on the full range of policy issues related to certified education professionals, including teachers, principals, superintendents and educational staff associates. In addition, the PESB was charged with creating alternative routes to teacher certification and administering new basic skills and subject knowledge assessments for teacher certification.

In 2005, the State Legislature gave the PESB full responsibility and authority for rules governing Washington's system of educator preparation, certification, continuing education and assignment. In 2009, the Legislature again expanded the responsibility of the PESB by transferring the professional education division of OSPI, responsible for direct oversight and technical assistance to preparation programs, to the PESB and further charging the PESB. In sum, the current responsibilities of the PESB include:

Since 2006 –

- Policies and Practices for:
 - Requirements leading to certification of teachers, principals, administrators and educational staff associates;
 - Requirements for entry and completion of educator preparation programs leading to certification; and
 - Approval of nontraditional educator preparation programs.
- Establish a list of programs whose graduates may be awarded certification and enter into reciprocity agreements with other states;

- Conduct a review of educator program approval standards every five years;
- Specify types of certificates to be issued and conditions for earning them;
- Apply for a receive federal and other funds;
- Adopt rules;
- Maintain data on educator preparation program quality, certification, educator employment trends and needs, and other relevant data;
- Serve as advisory board re: hiring, mentoring and support, professional growth, retention, educator evaluation, revocation and suspension of licensure; and
- Teacher assessment for basic skills and subject knowledge and uniform, and externally administered professional-level certification assessment for teachers.

Since July 2009 –

- Develop and maintain a research base of educator preparation best practices;
- Develop and coordinate initiatives for educator preparation in high-demand fields and underrepresented populations;
- Provide program improvement technical assistance to educator preparation programs;
- Assure educator preparation program compliance;
- Prepare and maintain a cohesive educator development policy framework; and
- Develop and implement a preservice teacher performance assessment.

Legislatively-Charged Assignments

In addition to our formal authority and responsibilities specified in RCW 28A.410, over time the Legislature has charged the PESB, and we have successfully completed, numerous specific tasks, including:

- Conducting a comprehensive analysis of the strengths and weaknesses of Washington’s system of preparation and certification;
- Analyzing supply and demand and submitted recommendations for best-practice strategies for ensuring an adequate supply and math and science teachers for Washington State;
- Examining research and made recommendations for incorporation of cultural competency along the entire educator career continuum;
- Developing a new performance assessment for professional-level teacher certification - the first assessment of its kind in the nation;
- Implementing the Educator Retooling program, providing financial assistance for teachers to add subject matter endorsements in shortage areas; and
- Implementing the Recruiting Washington Teachers Program, which provides support for students underrepresented populations to complete high school and pursue college studies leading to a career in teaching math or science.

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.

Ties to the Broader Context of Education Reform

The PESB was a collaborating partner in the development of Washington’s Race to the Top application and, more recently, the development of the goals expressed in the Race to the Top application into our state’s emerging education reform plan. Thus, in developing our strategic plan, the Board has been deliberate in addressing how our goals and strategies will advance state education reform as a whole. The chart below depicts examples of alignment between PESB strategic plan strategies and state education reform plan goals.

State Education Reform Goals	Related PESB Strategies
All Washington students will enter kindergarten prepared for success in school and life	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
All Washington students are competitive in mathematics and science nationally and internationally	<p>Establish and uphold high and relevant preparation program standards that incorporate rigorous content knowledge To enable all students to graduate able to succeed as learners and citizens</p> <p>Recruit high caliber candidates and provide quality preparation opportunities through strong, field-based partnerships between school districts and preparation programs</p>

State Education Reform Goals	Related PESB Strategies
<p>All Washington students attain high academic standards regardless of race, ethnicity, income or gender.</p>	<p>Ensure that preparation programs are responsive and relevant to the diverse needs of Washington’s communities</p> <p>Develop policies and incentives to support equitable distribution of highly effective educators statewide</p> <p>Advocate for scholarships that support recruitment and retention of high caliber prospective educators from underrepresented populations</p>
<p>All Washington students graduate able to succeed in college, training, and careers</p>	<p>Advocate for educator professional development opportunities that are accessible and relevant and that lead to positive impacts on student learning, and help close the achievement gap</p> <p>Inform districts of their out-of-endorsement assignments and provide strategies for alleviating these situations</p> <p>Facilitate entry into educator preparation programs by supporting academic preparedness, access, and affordability and expanding the options available to obtain quality preparation</p>

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-drive 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)