WACTE April 27, 2021

Role Alike Group: Certification

9:00-12:00, Zoom

Contact update: Please check to make sure that your information is up to date. If there are any colleagues who are not on this list that should be, please send it to them. <https://docs.google.com/spreadsheets/d/1FElN5jI5eWMlXsB-BiNCFFkAqLYrXygsOcI2B-Rp-AQ/edit?usp=sharing>

Certification Officers gave a report on the challenges of the last year as well as what everyone is looking forward to this summer.

OSPI Update and Questions – Tonya Bartlett

**Emergency Certificate update:** [**WAC 181-79A-228**](https://apps.leg.wa.gov/wac/default.aspx?cite=181-79A-228)

Tonya updated the group on the March board meeting which changed the dates for the issuance of emergency certificates. This was covered in TAB 7 of the March board meeting. The WAC is in effect and linked above.

* Programs can recommend teacher candidates for an emergency certificate until December 31, 2021 (First recommendation).
  + Bachelor’s degrees do not need to be awarded in order for a student to qualify for an emergency certificate so you don’t need to wait for degree posting as long as everything else (except for assessments) are done.
* Programs can do one additional emergency certificate for teacher candidates as desired. Programs must recommend teacher candidates for the second certificate by June 30, 2022. The second recommendation in e-cert is identical to the first recommendation.
* Teacher candidates must apply in e-cert for their emergency certificate by December 21, 2022.

*Note: For those who couldn’t find the email regarding the board meeting it is now filed under news and dated 4/28/21 (after our cert meeting)* [*https://content.govdelivery.com/accounts/WAOSPI/bulletins/2d6b2b6*](https://content.govdelivery.com/accounts/WAOSPI/bulletins/2d6b2b6)

**Fingerprinting and Certification**

* As per OPP (Office of Professional Practices) Tonya cannot use the pre-residency clearance as a valid certificate for fingerprinting (this changed within the last month). This means that students who have expired fingerprints but valid pre-residency clearances will need to get fingerprinted again and complete the character and fitness supplement. Candidates who hold a valid WA Certificate (like a conditional or ESA) can still use their valid WA Certificate.
  + *Note: there has been a previous discussion with OPP to consider the ramifications of having the pre-residency clearance be valid certificate. To do so candidates would have needed to pay for another certificate and OSPI would need to process all of the pre-residencies. For now this seems to be the intermediary.*
* In e-cert, the educator view does not allow the educator to see their fingerprint expiration dates. Programs are allowed to tell students when their fingerprints expire.
* As of April, districts are **not** doing interim clears for fingerprints. All candidates will need valid fingerprints and pre-residency (or a valid WA Certificate) to be in the classroom.
  + The interim clearance served like a permit and allowed candidates to be approved via a WATCH check by the district. It allow them 6 months to get fingerprinted but still be in internship. This occurred at the beginning of the pandemic when there few, if any, fingerprint locations open.
* If at all possible, candidates should have valid fingerprints when Tonya reviews their applications.
* Currently candidates should expect a 4-6 week turnaround from when they apply in e-cert to when they receive their certificate. Tonya is still willing to do rushes if someone has pending employment (please make sure the candidate has applied and paid in e-cert before contacting Tonya). Districts can also do rush requests for anyone applying for their job.
  + Tonya went from 500 applications last week to 800 applications this current week. Due to the low numbers last year, Tonya is expecting spring and summer to be outrageously busy. August will likely be extremely busy for Tonya as it is right before K-12 schools start.

**Test scores**

* If Washington tests score (WEST and NES) is not assigned to a student’s account in e-cert, we can email Tonya the information so she can connect the tests to the student’s accounts prior to certification. This is for WEST-B, WEST-E and NES tests. For alternative tests (SAT/ACT) and CBC, programs entering the test information is fine.
  + If programs can let Tonya know these are missing ahead of time, this can make her processing faster (she doesn’t need to check in multiple places, the candidate won’t get a deficiency note, etc.)
  + *Note: I’ve usually seen this happen when the SSNs don’t match up between the test and the student’s profile.*
* OPI and WPT (exams for designated world language and bilingual ed) test scores are no longer being sent to institutions because of the amount of personal information located on the document. Candidate can upload copy of their certificate to e-certification and Tonya can check scores behind the scenes. There is no place for this to show up in e-cert currently.
  + If we don’t get scores from students directly, we can email Tonya to check scores.
  + Currently Tonya does not review expiration dates on OPI and WPT (certificates are valid for 2 years).
  + *Note: I just discovered you can verify ACTFL scores using the certificate code on a student’s certificate. This is a way you can accept the report forwarded from the candidate and still make your data administrator happy. (The certificate code is under the signature on the top half of the document).* <https://www.languagetesting.com/lticustomer/account/verifycredential/>
* If a test score is entered into e-cert (SAT/ACT/Case-by-case) it will say passed and not taken. This is the way the system was set up. If a score was transferred via a data file by OSPI, the exam will say taken. Tonya let us know this doesn’t really impact her process. It’s on the list of developer’s items to look at but Tonya is not sure when it will be addressed since it’ doesn’t actually impact OSPI’s ability to process applications.

Has your institution developed a policy for the case-by-case content exam exception?

**WWU**: Currently going well. The hardest part is gathering information from students. All students have to submit a detailed edTPA score report (often will send transcripts to the committee) but the committee reviewing files will ask for more information like lesson plans and their office has to go back to the student and get more information. The communication piece has been challenging.

Because the program is so large, WWU has three committees (Secondary Ed, Special Ed and Elementary Ed) but there’s not one standing committee. Within those committees, especially secondary, the committee will want someone from the endorsement content area. Depending on the test results the committee can ask for additional evidence and might require something different from each candidate.

**Gonzaga**: Gonzaga wants a consistent measure in for every candidate. For example they need to have a certain GPA, they need to have a rationale for why their score was low in a certain area what courses align to that area. Currently they haven’t approved anyone for case-by-case yet because they are struggling to identify a consistent measure for every candidate. Have wrested to determine if they will have a minimum score and what that minimum score is.

**Central**: Has a very systematic approach. They identify who qualifies based on their tier system (based on 1 – 2 SDs) which is based on their score. Danielle identifies who qualifies based on their score and if they are on Tier 1 or tier 2.

***Tier 1 – 1 standard error below score.***

* Students write a personal statement that identifies some of the indicators in intasc standard 4 and have an advocate who writes a letter of support.
* Tier 1: NES (passing score 220) 219-205
* Tier 1 WEST-E (passing score 240) 239-220

**Tier 2 – 2 standard error below score**

* Students who need extra support are provided 5 different types of evidence and a candidate needs to pick 2 for review.
* Tier 2: NES (passing score 220) 204-180,
* Tier 2: WEST-E (passing score 240) 200-219

They just launched this so don’t have a ton of results yet. The biggest struggle is going to be number of items to review. Danielle sent out 270 invitations (this is based on test, not per-person). 55 have responded and 45 are Elementary Ed. Everyone reviewing files agreed to use the same rubric to assess the statements and evidence pieces. Whatever the content specialist says goes for the most part. It gets the stamp of approved by a university committee (university stakeholders, from the Dean of student success). MA candidates are not eligible for this.

**WSU** WSU has a process but isn’t happy with their process at this point so will wait to share. Collects all data through qualtrix where students can fill out a survey and upload documents. Staci’s office then has to download all of their information which takes an exorbitant amount of time.

**UPS:** Currentlynot allowing for case-by-case and continue to use the pass/fail score because they are graduate level only so it’s one of their measures. If a student had is struggling with an exam they probably have supporting coursework. Their program has a high pass rate. It is required at the start of the program except for last year due to covid. They might employ multiple measures for this year due to the number of students who were admitted without passing exams (due to covid) and are now finding they are struggling to pass the exam.

**UW Bothell (from Jon in the chat):** Here atUW Bothell, we ask students to complete prompts on a Google doc, which includes evidence from them. This is then reviewed by a committee made up of faculty & staff (mix depending on either MM or CbyC and endorsement). Then we use a rubric to evaluate. What we ask for is consistent, not content-dependent- just of course if it's MM or CbyC. We Don't have a minimum score for CbyC.

**UW Tacoma (From Lynn in the chat):** Jon, our process is similar, but we have not created a rubric

**Grays Harbor: (From Nancy in the chat):** At Grays Harbor we don't review multiple measures based on scores. We have a short rubric we give to the mentor, the field supervisor, and the student to score their competency in the main objective areas (classroom management, lesson planning, professionalism, assessment management). The scores are all added together and we have a score minimum to meet the requirements for recommendation.

**SPU:** SPU is doing something similar but we do not have a cut score (though Kristi hasn’t seen below thw 2 standard errors Danielle shared). The faculty felt like if this was truly a multiple measure they didn’t want to automatically disqualify anyone and want to give everyone the opportunity to at least provide evidence. They are supposed to specially align their content and observations from the field to the areas they had a low score. If the committee needs to, they will request additional documents based on that. They also review letters from the supervisor who has observed them teaching and in their professional experience have demonstrated that they have the content knowledge. We are mostly a graduate school so students need to be further in the program to get reviewed. There is a goal to say yes more than no so if we don’t have enough evidence, the committee will tell them they haven’t demonstrated they have the content knowledge and if they can collect enough evidence, we will review their petition again. Currently went back a year since we reach out to people directly. If candidates from older than that reach out to us we would consider it but not seek it out.

**Northwest ESD:** Have a straightforward application and requests that they show content coursework that aligns with the subject they are asking for an exception in. They need a letter of recommendation from someone who has knowledge of them working in the field. They don’t have a minimum score. They do have one area expert who is not in direct contact with the student so have an unbiased approach and just looking at content. They have had two students so far. One student in elementary ed and was close to passing. They looked at her NES and noted that she was clearly lacking life science. They assigned that student to out and take a life science course. The second student is more challenging. They are a biology student and needs 16 credits of biology coursework with a passing grade which the student hasn’t done. They were closer to passing this time so likely will do what they did for the elementary ed student situation above. Biggest struggle is getting them to write about how they know the content in another area instead of telling them why the tests are unfair.

**Other thoughts**

No one knows how to get the breakdown of scores from Pearson. For the most part, we need the breakdown of score reports from individual students. Nedra thought there might be a way to find it in the score analyze report but it seems like it’s difficult to navigate. Karen said there is a way to find some of the information on individuals but there’s not a great way to have the system report it in a way that makes it useful.

edTPA and Multiple Measures thoughts

Staci is hoping that after WACTE and roll alike groups there will be further information and insight to what is going on around edTPA. What measures are going to be used, how far back can we go with students (3 years outline in bill), what is the messaging going to be from the standards board, etc.

Livia has been receiving emails from past candidates who have not passed edTPA or have not taken it. She’d told them they have to wait and see what the standards board will say. She has quite a few students going back a few years who have been working on limited certificates that are about to expire.

Lisa has had some challenging messaging issues from department heads. She currently has a stack of emergency certs and doesn’t want to recommend them yet because it might go into effect tomorrow.

Amanda also has been having communication issues. The Dean sent out a letter and also said that Gonzaga can require the edTPA if there isn’t another measure for their pedagogy. Amanda recommends asking deans for a letter and then sent that to faculty as well so everyone is on the same page regarding the requirement and next steps.

Danielle is looking at 500 candidates and has paper files for those candidates so has to do a ton of extra work to get students verified. Danielle mentioned that PESB has an FAQ sheet that was really helpful in order to successfully navigate the changes. She’s seen it because one of their faculty is on the board.

Kristi sent out a message to students to tell them to not to contact the certification office if the edTPA bill is passed. Cert knows it’s happening and we will be working on processing files as soon as we can.

2005 SAT Writing added

• SAT Looking at individual score report to find the breakout for reading and writing. Sat has recently changed the way that they report the scores

Have to go into each individual report to break out scores.

WSU gets the supplemented scores out.

Amanda – admissions doesn’t do the breakdown for them so they have to request the information from the candidates so that SOE can break it up themselves.

PESB Updates – Nick Gillon & Jisu Ryu

Presentation link: <https://docs.google.com/presentation/d/1Im5rycnBNxl-iuvGvgGT6TWtpAQYpe0Og1Y3Zf_uPl8/edit#slide=id.g984e5cd7e6_0_215>

**HB 1028**

Waiting for the governor to sign the bill before releasing any information regarding the bill. They have a FAQ Ready to go when the bill is signed. If an individual comes to PESB they are directing them back to the program. For those who have registered, the refund policy can be found here: <http://www.edtpa.com/PageView.aspx?f=GEN_CandidatePolicies.html>

**HB 1426**

New cert renewal requirements for professional learning in equity based school practices, educational leadership and government to government relationships and can only be provided by those organizations listed on the bill. PESB approved teacher and administrator preparation programs are included and this might be a good opportunity for WACTE members.

**Grant opportunities**

PESB grands are available to be used to develop professional learning opportunities. Mainly for in service teachers but teacher prep-programs can partner with school districts. Learning communities must include paraeducators. Find out more and apply here: <https://bit.ly/3rNxEe9>

Applications are due 6/8/21 and there will be no extensions.

**Assessment updates**

Jisu provided the SAT/ACT passing score and history on page 9 of slide deck. The notes provide additional resources. It is also in the notes below.

SAT had a major change in 2016.

* Old SAT was Critical reading, Writing + Essay, and Mathematics. Now there is Evidence-Based Reading and Writing (EBRW), math, an optional essay.
* Reading and writing scores are acceptable in lieu of reading and writing. The optional essay has not been reviewed for writing so is not currently been approved. Will go to the May PESB board meeting. You do need to look at the specific subsections for reading and writing for the SAT.

**Data report**

IBPR (Indicator Based Program Review) evaluation reports sent out 4/27/21 (today). It covers 4 academic years 2016-2020. After this year, programs will need to submit 1 year of data. The email will have forms for self-studies, data files with the data used to make assessments, information on what the key performance indicators are and FAQs. N sizes of 6 or less are suppressed. Forms and self-studies are due 8/31/21.

If the board decides to ask programs for something new, programs will not have to submit information for 18 months. New information is up on the ERDC website since March. Tess will reach out to individuals on staggered times for submission so there is more one on one time with Tess to get the data in.

**Preparation program review**

Indicator system is effected by the edTPA. PESB needs to find a way to review curriculum and instruction without the edTPA. The current proposal by PESB staff is to do a focused reviews every 3-5 years on standards 2 (Candidate knowledge, skills, and cultural responsiveness/”what we learn”) and 6 (Field experience and clinical practice/”how do we learn it”). It would be very similar to the 27 month review.

Do we need to start gathering evidence for these reviews now by identifying key assessments and collecting evidence now? Nick advised us to not start preparing items but to wait for the board meeting.

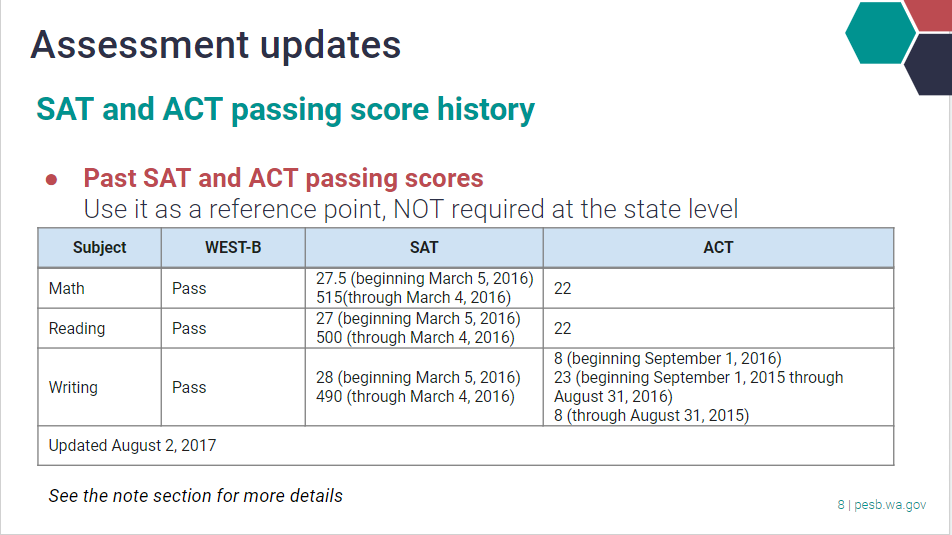
For context:

The old review model: Previous site review consisted of gathering documents and evidence of all of the standards which resulted in about 4000 documents. When reviewed, the review team had to make a decision that day of met/unmet.

The current review model for new programs: PESB has developed the 27 month review. There is a shorter expectation of time, a more cyclical review, takes 6ish months of back and forth. Feedback on this has been that it is a lot of work it but worthwhile.

**Additional conversations:**

Resource guide that PESB provided to cert officers about a year ago. Has links to WAC. <https://docs.google.com/document/d/1Nrxr7goaXvgKs18X7Ob0EDiyaDCdueJaf-uNOp3bGqk>.



**Basic skills alternative details**

* The SAT writing test was added in 2005. This means no writing score will be accepted for SAT before 2005.
* SAT score reports prior to October 2004 will have "verbal" scores which are the critical reading scores. If the score reports are from October 1996 to September 2004, then the verbal scores are the same as the reading scores beyond 2004. Use those scores to see if the candidate has satisfied the requirement.
* SAT scores that equal or exceed the cut scores in the table above meet the entrance criteria, regardless of when the test was taken.
* SAT October 2004 and later score reports will have critical reading, mathematics and writing scores listed if the candidate took the tests.
* SAT new test started administration March 2016.
* Concordance table used to determine new scores for candidates taking new SAT test.
* Concordance table online for scores back to 1996.
* All ACT scores that equal or exceed the cut scores in the table above meet the entrance criteria, regardless of when the test was taken.
* ACT writing was added February 2005 so no ACT writing score will be accepted before February 2005.
* ACT reading was added October 1989. No ACT reading score will be accepted before October 1989.
* ACT writing subsection was updated and a new version was administered September 2015 (see score as of September 2015).
* ACT writing subsection test has not changed but how the scores will be reported will change, as of September 2016. The writing subsection test will be report on the range of 2-12. The acceptable writing score will be 8.

**Additional resources**

* [SAT concordance tables (PDF)](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdrive.google.com%2Fopen%3Fid%3D0B0cTP2pZpCsKUDVGeFRWaFh5Wkk&data=04%7C01%7CJisu.Ryu%40k12.wa.us%7C99f9fef8930342f5dbc308d908df0a79%7Cb2fe5ccf10a546feae45a0267412af7a%7C0%7C0%7C637550576322631310%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=cicM1VyjAV95VeonmUUEhiVeD0bScYskK0rBB6OZxRY%3D&reserved=0) - May 9, 2016
* [Archived SAT-ACT concordance tables](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fresearch.collegeboard.org%2Fprograms%2Fsat%2Fdata%2Fconcordance&data=04%7C01%7CJisu.Ryu%40k12.wa.us%7C99f9fef8930342f5dbc308d908df0a79%7Cb2fe5ccf10a546feae45a0267412af7a%7C0%7C0%7C637550576322631310%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=CZF3oWv99Lelc8bsHWtw0owpUGeF0ZNqBlbGL1%2FpTJA%3D&reserved=0) - College Board website
* [College Board website SAT practice page](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcollegereadiness.collegeboard.org%2Fsat%2Fpractice&data=04%7C01%7CJisu.Ryu%40k12.wa.us%7C99f9fef8930342f5dbc308d908df0a79%7Cb2fe5ccf10a546feae45a0267412af7a%7C0%7C0%7C637550576322641269%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=8%2BAvh0zyN28QmtffXF0b%2BEXTZ1N64sx7BWQjELzLVaA%3D&reserved=0) - Free SAT preparation materials

Chat:

From Lynn P. Hermanson to Everyone: 09:22 AM

Welcome!

From Michael Nielsen to Everyone: 09:22 AM

Welcome, Marley!

From Jon Howeiler to Everyone: 09:22 AM

Please reach out anytime, Marley, this is a great and supportive group. Many of us have multiple roles

From Marley Redd to Everyone: 09:23 AM

thank you!

From Me to Everyone: 09:23 AM

We'll miss you, Jill!

From Jon Howeiler to Everyone: 09:24 AM

agreed, Kristi. Will miss you, Jill

From Crystal Weddington to Everyone: 09:25 AM

All the best, Jill!

From Jon Howeiler to Everyone: 09:34 AM

appreciate the plumbing advice, Vong! I will check. You never know what you'll learn in these meetings.

From MC to Everyone: 09:37 AM

microphone not working. sorry

From Laura Dodge to Everyone: 09:37 AM

Laura Dodge, program assistant for data and cert at Yakima Valley College. Having tech difficulties. Biggest challenge, besides tech, is developing and following processes for edTPA multiple measures and content knowledge assessment case-by-case exceptions.

From Ricaflor Fontillas to Everyone: 09:42 AM

Did not get the PESB email Is there a way to forward it?

From Tonya Bartlett to Everyone: 09:44 AM

https://www.pesb.wa.gov/about-us/covid-19-resources

From Lynn P. Hermanson to Everyone: 09:47 AM

Thank you!

From Nancy Estergard to Everyone: 09:58 AM

I get the test scores from edReports

From Jon Howeiler to Everyone: 10:00 AM

right, EdReports. Candidates get PDF of their test scores that they can provide.

From Nancy Estergard to Everyone: 10:01 AM

Once I get the email from edReports I look up the scores. I don't ask for the pdf report from students.

From Me to Everyone: 10:02 AM

Wait, you can get ACTFL scores via EdReports? Lynn - It's the OPI and WPT tests but it's rated on the ACTFL scale

From Nancy Estergard to Everyone: 10:02 AM

not sure about those. I get the scores for WEST-B, WEST-E, NES, and edTPA

From Me to Everyone: 10:02 AM

ah okay okay thanks Nancy!

From Lynn P. Hermanson to Everyone: 10:02 AM

Thanks Krsiti!

From Nancy Estergard to Everyone: 10:03 AM

you are welcome Kristi

From Marley Redd to Everyone: 10:05 AM

I would really appreciate a resource like that!

From Ryan Branchini (he/him/his) to Everyone: 10:10 AM

thank you, Tonya!

From Lisa Burn (she/her) to Everyone: 10:10 AM

Thank you Tonya!!!

From Lynn P. Hermanson to Everyone: 10:10 AM

Thank you Tonya!

From Karen Stump to Everyone: 10:10 AM

Thanks Tonya!!!

From Me to Everyone: 10:20 AM

Hey everyone - here is the resource guide that PESB provided to us about a year ago. I'm not sure if this is continually being updated but perhaps that is something we could ask PESB today. https://docs.google.com/document/d/1Nrxr7goaXvgKs18X7Ob0EDiyaDCdueJaf-uNOp3bGqk/edit It mostly just links to other websites FYI

From Lynn P. Hermanson to Everyone: 10:34 AM

our process is also very 'rough' and I'm not sure it would be helpful to share. We're not as close as some of you all.

From Jon Howeiler to Everyone: 10:35 AM

Here at UW Bothell, we ask students to complete prompts on a Google doc, which includes evidence from them. This is then reviewed by a committee made up of faculty & staff (mix depending on either MM or CbyC and endorsement). Then we use a rubric to evaluate.

From Danielle Tushkov to Everyone: 10:35 AM

our Masters in Teaching candidates are not eligible

From Lynn P. Hermanson to Everyone: 10:36 AM

Jon, our process is similar, but we have not created a rubric

From Jon Howeiler to Everyone: 10:37 AM

And what we ask for is consistent, not content-dependent- just of course if it's MM or CbyC. We don't have a minimum score for CbyC.

From Danielle Tushkov to Everyone: 10:41 AM

we went back to 2019 but if they contact us I loop them in to registration

From Nancy Estergard to Everyone: 10:43 AM

At Grays Harbor we don't review multiple measures based on scores. We have a short rubric we give to the mentor, the field supervisor, and the student to score their competency in the main objective areas (classroom management, lesson planning, professionalism, assessment management). The scores are all added together and we have a score minimum to meet the requirements for recommendation. plus we don't have many since we are really small.

From Nancy Estergard to Everyone: 10:50 AM

my email is going crazy with those questions

From JISU RYU to Everyone: 10:58 AM

https://docs.google.com/presentation/d/1Im5rycnBNxl-iuvGvgGT6TWtpAQYpe0Og1Y3Zf\_uPl8/edit#slide=id.g984e5cd7e6\_0\_215

From Lynn P. Hermanson to Everyone: 11:03 AM

Thanks for all the information today, it was great to see everyone. Unfortunately I have to depart a bit early today. Best wishes to all over these next few months!

From JISU RYU to Everyone: 11:07 AM

https://bit.ly/3rNxEe9