

WACTE 10/24/18  
Certification

Welcome and Introductions

Workgroup Updates

**Testing Barriers: Megan Bentley-Moon**

Megan Bentley-Moon who was on the testing barriers work group reminded the group that the testing barriers group was commissioned to take a closer look at barriers to teacher certification for diverse candidates. The work group found that there were significant differences when test takers were aggregated by both race/ethnicity and number of attempts. Currently, the state is in process of a legislative proposal that would eliminate the passing thresholds for basic skills. The test would then serve as a formative assessment rather than a consequential assessment. Since this a proposed change to RCW, it will take legislative approval and is a longer process.

Currently, RCW notes that PESB can make case-by-case basis changes for WEST-E/NES but there is no process for PESB to review individual cases. A subgroup has been formed to address the case-by-case exceptions to the endorsement exams and the subgroup is open to any suggestions on what can be used to make exceptions for students (GPA, coursework, etc.)

Jisu Riyu sent out an email yesterday (10/23) to certification officers regarding a new accommodation for students who do identify as English language learners. These students can qualify a time accommodation (time and a half) but are required to provide documentation in order to receive an accommodation. The question was raised to the group on how programs are addressing the documentation of accommodations for the exam. Some institutions are considering working with ELL faculty who will then work with individual students who identify as English language learners. One solution for programs with post-baccalaureate degree populations discussed working with the students BA institution to verify the student was identify as an English language learner. It might also be possible to get a letter from a student's high school to document ELL status.

The work group has also discussed creating a website or other electronic resource for students that can cover test preparation, provide materials, and provide financial information regarding the exams.

Nick Gillion shared that PESB is working on a PEAB workgroup as they recognize that there is variability with program for how PEABs are utilized. Nick outlined that the purpose of PEAB to review program standards and PESB activity and then provide recommendations on those standards back to programs. The PEAB workgroup will also be reviewing the funding models for PEABs.

Mr. Gillon also reminded the group that [WAC 181-78A-207\(2\)](#) "If any professional education advisory board receives a written request from other school districts or other public or private agencies for representation on such professional education advisory board, the current members of such professional education advisory board shall vote on such request at the next regular meeting of such board: Provided, That a program may elect to add private school representatives to a professional education advisory board without adding to the representation from the role for which the professional education advisory board has responsibility if the professional education advisory board authorizes such action by a majority vote.

PESB is also creating a workgroup on standards, approvals, and review. Nick wants to ensure that representation is there across stakeholders.

### **Questions regarding credit hour requirements in WAC**

Nick Gilion discussed [WAC 181-79A-030](#) (8) regarding the credit requirement in an area of concentration. This discussion was broken up into two main questions. The entire section of WAC referenced is listed below:

*WAC 181-79A-030 (8) "Approved baccalaureate degree" for the purpose of this chapter, means a baccalaureate from an accredited college or university in any of the subject areas of the endorsement listed in chapter 181-82 WAC as now or hereafter amended: Provided, That if a candidate is accepted into a program in Washington state on or before August 31, 2000, and completes the program on or before August 31, 2003, in accordance with WAC 181-79A-299, the candidate may hold a baccalaureate degree in any of the subject areas of the endorsements listed in WAC 181-79A-302. Such degrees shall require the completion of at least forty-five quarter hours (thirty semester hours) of course work in the subject area: Provided, That a candidate who holds a baccalaureate degree in another academic field will not be required to obtain a second baccalaureate degree if the candidate provides evidence to the superintendent of public instruction that he or she has completed the required forty-five quarter or thirty semester hours of course work in one of the subject areas of the endorsements listed in chapter 181-82 WAC: Provided further, That a candidate who holds a baccalaureate degree in early childhood education, elementary education, or special education will not be required to obtain a second baccalaureate degree if the candidate provides evidence to the superintendent of public instruction that he or she has completed thirty quarter or twenty semester credit hours in one academic field in an approved endorsement area pursuant to WAC 181-82A-202.*

WAC states that candidates in early childhood education, elementary, and special education do not need a second bachelor's degree "if the candidate provides evidence to the superintendent of public instruction that he or she has completed thirty quarter or twenty semester credit hours in one academic field in an approved endorsement area pursuant to WAC 181-82A-202." Nick advised the group that coursework in methodology/pedagogy surrounding teaching these areas could count towards the 30 quarter/20 semester credit requirement. For example, courses around assessment, literacy, or curriculum design for elementary educators could count towards this credit requirement. We discussed in the group that this language came from a former way of thinking about the content requirement that elementary, early childhood, and special education needed because of the assumption that teachers of these subjects were not academically trained.

Nick stated that the connection in WAC is that an academic field is an endorsement area which supports the rationale that training for the early childhood education, elementary education and special education can count towards the credit retirements regarding these same endorsements.

The second related item that we discussed was the requirement in this same WAC regarding 45 credits in an endorsement /content area. We discussed that this is currently up to the program for how this works for students who do not have an endorsable area. The group was polled informally and many use a combination of both passing the NES/WEST-E and conducting transcript evaluations based on credits/content. Many members of the group relayed that they work with college of arts and sciences faculty regarding content while some work with education faculty. Nick would like to discuss this piece with programs further so will be reaching out through Staci Bickelhaupt and Amanda Coulter to set a

time to discuss this further. There was not consensus on if this should apply to undergraduate programs or post-baccalaureate/graduate and undergraduate programs. The group hopes to get more clarity and guidance regarding the minimum standards surrounding endorsements for post-baccalaureate/graduate students when we discuss this with Nick further.

The group discussed that the WAC allows for programs to waive internship and coursework based on previous coursework or experience ([WAC 181-78A-307](#)). This discretion is left to programs.

### **Certification officer/new program induction**

Nick is hoping to have a user guide available for programs by June 2018. The purpose of this user guide would be to give new programs some form of induction/guidance from PESB regarding WACs. This would also serve as reference for certification officers who need guidance on WAC.

Agenda items from PESB not addressed

Nick needed to present to other break-out groups at WACTE so we did not discuss the following items that are on the agenda. However, he has provided these additional points of clarification:

- Program re-approval process – Preparation programs will be reviewed using the board's approved indicators for teacher and principal programs. Superintendent and program administrator programs will be reviewed with a new process, which will be finalized in January 2019.
- Endorsement re-approval process – remains on hold pending the February convening of the Standards, Approval, and Review committee.
- Transitions to National Standards: What is the communication plan to get stakeholder feedback for the next group of endorsements to move to the national standards? PESB has placed vetting surveys for the national standards in the following areas: Reading, ECE, SPED, Business and Marketing, Family and Consumer Sciences, and Library Media. Those looking for more information, or who would like to participate in the vetting survey, may find those [HERE](#) on the PESB website.

### **edTPA no-pass and Degree**

The question was raised to the group if a teacher candidate can earn a degree without passing the edTPA and how do programs define a program completer. Most degree programs represented do award degrees without passing edTPA though there was variation in programs regarding how the edTPA was incorporated into the degree. Programs also differentiate between a program completer and a degree completer so it's possible to earn a degree and not complete a program based on the way their programs are set up. It was discussed that from a data perspective a person is seen as a "completer" one they have been verified to OSPI.

### **Professional Certification guidance on document collection for programs**

Tonya Bartlett shared some guidelines from OSPI on what preparation programs can retain regarding certification that may be beneficial.

- Consent form: Having a signed release form from teacher candidates could be beneficial to the program entering program requirements or other possible information into the E-certification system. If there are any privacy or legal concerns from the college/university a signed and dated release of information form from the teacher candidate would be beneficial.
- Transcripts/degree: May only be beneficial if educator has an external degree. While many programs collect transcripts for all levels, many will report in e-cert the highest earned degree (eg: master's degree over a bachelor's degree if both are earned).

- **Test Scores (Basic Skills and Content):** Having a copy of the score report gives the educator somewhere to get their test scores from in the future. E-cert only shows the tests as pass/fail in the system. This is intentional on the part of OSPI so that districts do not use the score in their hiring practices.
- **Date of Program Completion:** This can be entered and tracked in e-cert, but if an educator needs the information at a later date, inquiring about a correction to the cert or for program completion for another state it could be helpful to have this information on file.
- **Issues of Abuse:** Educators many times inquire about whether or not they've met this requirement. A process for entering this information into e-cert (for the teacher candidate) would help them to understand and know when they've met this requirement for future reference. So- not necessary to keep paper documentation but helpful if entered into e-cert. Tonya's recommendation would be to have students enter this information themselves under professional development so they are familiar with this process. Programs can provide guidance to students on this when they are completing the program.
- **Fingerprints and pre-residency clearance** can be tracked in e-cert so it would not be necessary to keep these in a file somewhere.

### **Limited Certificates**

Implementation date will be November 30<sup>th</sup>. Programs will not need to fill out forms that indicate candidates are enrolled in a program. The exception to this is for Special Education candidates who will need to be enrolled in a program and are in the process of earning their Residency Teaching Certificate in special education. The WAC on limited certificates are located in [WAC 181-79A-231](#).

The four remaining limited certificates will include:

1. **The conditional:** School District Requests. All conditionals are 2 year certificates.
2. **The emergency substitute:** School District Requests.
3. **The transitional:** School District Requests. The transitional certificate allows holders of expired continuing certificates to serve in the role while they are completing the requirements to renew their certificates
4. **The Intern Substitute:** School District Requests. The intent of the intern substitute certificate is to provide the intern the opportunity to serve as a substitute when the cooperating teacher is absent. This provides the intern with experience while allowing for consistency in instruction for the students. Role: Teacher. Holders of the intern substitute certificate may serve as a substitute teacher only in the classroom(s) to which the individual is assigned as a student teacher or intern. Request requirements: Requested by the district and approved by the preparation program provider. Validity period: One year. Reissuance: May be reissued upon request by the district and approval by the preparation program provider.

There is a pending ticket for e-certification developers that will allow programs to recommend candidates for substitute and residency cert certificate at the same time. This has been bumped down the queue as other time sensitive changes have come up.

Tonya let us know that ACTFL scores will still be sent to programs by Luka, one of the customer service representatives, at OSPI.

### **Reminder of Dual Endorsement Requirement**

- **\*Non-subject endorsements:** After September 1st, 2019, a teacher who obtains a special education, early childhood special education, bilingual education, or English language learner

endorsement must earn and/or hold a second endorsement in another endorsement area. Special education, early childhood special education, bilingual education, English language learner, and traffic safety do not qualify as the other endorsement area. (WAC 181-79A-132).

- \*\*Science: Beginning September 1st, 2019, newly awarded general science endorsements cannot stand alone on a certificate (WAC 181-79A-227).

### **edTPA Update**

New passing scores of edTPA inclusive of Student Voice rubrics

In the July Board meeting, the Board approved a new edTPA passing score of 47 (41 for World Languages and Classical languages). The new edTPA passing score will take in effect beginning Fall 2019 (submissions after 8/15/2019). Please note that the Board decided NOT to adopt a ramp up plan for the new passing scores inclusive of SV rubrics.

### **Future Meetings**

We discussed the benefits of meeting at the winter quarter WACTE. The group decided that there will be a call for agenda items in January and if there are no agenda items or a light agenda we will cancel the winter meeting and meet in the spring. If programs have questions prior to the meeting please send them to Staci and Amanda. The agenda items are driven by what Staci and Amanda think we should talk about but they would welcome ideas from other certification officers.

### **Other Topics and Q&A from the Field:**

We discussed the different time limit for candidate who have completed the required course work, but have not passed the NES, WEST E, and or edTPA. Programs have different policies on these students but we discussed what different programs do. Many programs agreed that students are held to current state requirements so if something changes from the time the stepped out of the program to the time they return they are still subject to current requirements. Some examples below (not representative and from different institutions):

- If a student wants to come back after the 5/6 year timeframe students will write a letter which will be reviewed by a committee and dean (deans, directors, field placement, cert officer, edTPA coordinator)
- Students can choose to register for an internship credit in order to provide support to the student.
- Students are given the choice if they want to step out and possibly return given a set of requirements/stipulations so the student can make the decision on how to proceed.

Q&A – what's on your mind and how can we help?

We discussed the Since Time Immemorial requirement in WAC. The question was raised if the material is imbedded in curriculum or if a specific course is required regarding Washington state government/history. Guidance from Nick Gillion was requested and Nick let Kristi Kanehen (from SPU) know that he is working with OSPI to come up with information regarding this but will try to provide more guidance at this time. Currently some programs are:

- Imbedding content into a required literature course.
- Partnering with faculty to develop integration into coursework holistically
- Working with field supervisors regarding STI requirements
- Integration with lesson planning in fieldwork, discussion of cultural difference in math instruction, discuss within the frame of ecology, etc.

We discussed that the endorsement can impact the integration. Some endorsements (elementary, social studies) will be easier to integrate and other will be more challenging.

Adjourn Meeting

Next Meeting:

- Discussion of inTASC standards. How are programs moving towards the inTASC from standard V knowledge and skills? How does this impact novice teachers who will be evaluated against the minimum evaluation criteria listed in WAC 392-191-010?

<http://apps.leg.wa.gov/WAC/default.aspx?cite=392-191-010>