

1. Stabilizing Educator Supply and Demand by Improving Workforce Development

Since 2010, the PESB has urged education leaders and policymakers to take a comprehensive and long-term approach to educator workforce development as the means for dealing with the chronic problem of maintaining an adequate, appropriately credentialed workforce. We proposed next steps to include:

- ✓ **Increase and Expand Alternative Routes to Teaching** — District hiring of teachers of emergency and other temporary credentials has risen by 300%. Alternative routes provide on-the-job training and financial support for these individuals as well as experienced paraeducators seeking to become teachers. Applicants for Alternative Route Block Grants provided by the legislature in 2016 exceed available funds by 53%.
- ✓ **Fund and support high-need school districts in cultivating their own teachers by creating “Grow Your Own” programs** — Combining a variety of existing strategies and funding tailored to their needs, including high school teaching academies, focusing on academic success of first-generation students from underrepresented populations, which bridge courses into postsecondary and their pursuit of teaching credentials. In addition to alleviating shortages, “Grow Your Own” from within communities would increase the diversity of the teaching workforce, improve retention in low-income schools, and improve the cultural competency and community connections of teachers.
- ✓ **Offer a Washington State High-Need Teacher Loan Forgiveness Program** — Focused on attracting and retaining high need teachers that address areas of high shortage. The federal government already provides loan forgiveness for teachers teaching in Title I schools. This program would add state “forgiveness” for outstanding federal loan balances of teachers who have taught full time for five consecutive years in shortage areas such as early childhood, special education and for dual language programs. PESB would determine eligibility and selection of candidates and work with the Washington Student Achievement Council (WSAC) to administer loans.

2. Maintain ease of entry for out-of-state teachers and support all teachers’ career-long growth

Washington is nationally-recognized as a model of interstate reciprocity for teachers coming from other states to secure license to practice in Washington State. Once a Washington State teacher, they have up to five years to demonstrate they meet our second tier licensure requirements. What is missing is the financial support and recognition in pay. HB 2261 called for a “concurrent schedule” for increased expectations and accompanying compensation. That has not occurred. The QEC Compensation Study Group recommended pay should accompany our rigorous second tier requirements. The PESB urges the Legislature to support the QEC and Governor Inslee’s proposals to **align compensation with multi-tier licensure expectations.**

3. Accountability and Continuous Improvement of Educator Preparation Programs

PESB is positioning Washington State as a leader in using data to examine indicators of program and system health in support of continuous improvement. To continue current momentum, PESB needs legislative support. The federal Higher Education Act has recently been changed to include requirements for reporting. This affects state higher ed program ability to receive financial aid. The data legislation below addresses shortcomings in our current system.

- ✓ **Holding, Securing and Reporting Educator Preparation Program Data** — For four years, the PESB has worked with educator preparation programs assisting them in collecting and holding their own data for their own continuous improvement use, and which they report to the PESB in the aggregate for accountability purposes. Neither entity has capacity to do this well or securely, thus jeopardizing the future of data-driven accountability of educator preparation programs. The Education Research and Data Center (ERDC) is already the repository for higher education data, thus the PESB proposes the Legislature charge the ERDC.
- ✓ **Does Preparation Lead to Classroom Effectiveness?** A question commonly asked of the PESB, and a likely federal reporting element in near future, our state does not currently collect data that allows this to be answered. Our state's current measure of teacher effectiveness, evaluation (TPEP) data, would need to be collected and de-identified to secure individual privacy at the state level, allowing for research analysis under tightly-regulated data share agreements.

4. High Quality, Relevant Continuing Education for Certified Educators

PESB has moved away from the previous compliance-based system ineffective in its regulation of continuing education courses, to supporting and incentivizing teacher pursuit of a wider range of professional growth.

- ✓ Since 2015, educators renew their professional certificates by completing Professional Growth Plans (PGPs), which entails self-assessment and identification of needed growth and the activities / courses that will address it. With its responsibility for ensuring high-quality continuing education, the PESB wishes to formally **evaluate the quality of PGPs overall, and implications for needed continuing education system-wide**. This would involve state-level collection, which cannot be accomplished without Legislative action exempting PGPs from the State's Public Disclosure Act. The PESB requests the legislature amend the exemptions in RCW 42.56 to include PGPs.

5. Engaging the Expertise of Educators

In 2006, legislation transferring authority of the State Board of Education (SBE) to the PESB involved dozens of chapters and sections of 28A. Assuming the legislature intended the PESB to have the same access to state-funded substitute reimbursement that enables educators to participate in OSPI and SBE committees, OSPI has allowed this practice for many years. It is the recommendation of counsel, however, that this now be formalized in RCW thus PESB is requesting this minor change.