

Program Standards – Domains of Practice and Program Components

Domain 1: Candidates and Cohorts - Educator preparation programs recruit, select and produce diverse, accomplished cohorts of candidates with potential to be outstanding educators.

Domain 2: Candidate Knowledge, Skills, and Cultural Responsiveness - Educator preparation providers produce candidates who demonstrate the knowledge, skills and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's learning goals and essential academic learning requirements.

Domain 3: Effective Beginning Educators - Educator preparation programs produce candidates that are effective practitioners upon completion.

Domain 4: State and Local Educator Workforce Needs - Educator preparation programs contribute positively to state and local educator workforce needs.

Domain 5: Data and Assessment Systems - Educator preparation programs maintain data and assessment systems that are sufficient to evaluate program performance and direct program decision-making and improvement, as well as to inform state-level priorities of the professional educator standards board.

Domain 6: Field Experience and Clinical Practice - Educator preparation programs provide effective clinical experiences for candidates to develop and demonstrate the knowledge and skills needed by effective educators.

Domain 7: Program Resources and Governance - Educator preparation programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

Domain 1 – Candidates and Cohorts [WAC 181-78A-220](#)

Educator preparation programs recruit, select and produce diverse, cohorts of candidates with potential to be outstanding educators.

(A) Providers conduct strategic and ongoing outreach to identify, recruit, admit and transition promising teacher candidates.

(i) Create, foster and utilize effective partnerships to promote careers in teaching and educational leadership.

(ii) Implement a targeted, data-informed outreach strategy that includes robust individualized enrollment support.

(iii) Establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.

(iv) Develop and utilize a candidate recruitment strategy that addresses state and district teacher shortage areas.

(B) Providers develop and use strategies to recruit and prepare a greater number of educator candidates of color for Washington State public schools.

i. Demonstrate strategic outreach that is highly accessible and responsive to local communities of color.

ii. Gather and use data to assess strategic outreach to improve responsiveness and effectiveness.

iii. Identify and reduce barriers to enrollment and success in educator preparation programs for local communities of color.

(C) Providers set, publish and uphold program admission standards to ensure that candidates and cohorts are academically capable and prepared to succeed in educator preparation programs.

(i) Articulate clear criteria and for program entry requirements to applicants.

(ii) Articulate clear expectations for program completion to applicants and candidates.

(iii) Inform, advise, and support potential candidates on testing requirements and passing thresholds for PESB approved basic skills, content, and practical assessments.

Domain 2 – Candidates’ Knowledge, Skills, and Cultural Responsiveness

Educator preparation providers produce candidates who demonstrate the knowledge, skills and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's learning goals and essential academic learning requirements.

(A) Qualified faculty of educator preparation programs demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.

(i) Qualified faculty use multiple instructional strategies, including the principles of second language acquisition, to address students’ academic language ability levels and cultural and linguistic backgrounds.

(ii) The program provides opportunity for faculty to pursue, apply, and practice ongoing professional learning to improve their knowledge, skill, effectiveness and cultural responsiveness.

(iii) Faculty within the program and the unit collaborate among one another, with content specialists, P-12 schools, members of the broader professional community, and diverse members of local communities for continuous program improvement.

(iv) The faculty members and program leaders systematically and comprehensively evaluate faculty’s effectiveness in teaching and learning.

(B) Providers ensure that candidates demonstrate the necessary subject matter knowledge for success as educators in schools.

(i) Candidates demonstrate knowledge and competence relative the national standards related to the role, which were adopted by the professional educator standards board. Teacher preparation programs uphold most recently published InTASC Standards, principal programs NELP –Building Level Standards, superintendent programs NELP – District Level Standards.

(ii) Candidates pass a PESB approved basic skills examination prior to beginning the program, and attempt an endorsement assessment prior to beginning student teaching.

(iii) Teacher candidates apply content knowledge as reflected in WEST-E and NES endorsement outcomes assessments.

(C) Providers ensure that candidates demonstrate pedagogic skill for the role for which candidates are being prepared.

(i) Candidates demonstrate knowledge and competence relative the national standards related to the role, which were adopted by the professional educator standards board. Teacher preparation programs uphold most recently published InTASC Standards, principal programs NELP –Building Level Standards, superintendent programs NELP – District Level Standards.

(ii) Faculty and mentors provide regular and ongoing feedback to candidates regarding field based performance that is actionable and leads to improvement in candidates’ pedagogic skill.

(iii) Programs demonstrate through structured observation and surveys that completers effectively apply the professional knowledge, skills, and dispositions that the preparation program was designed to achieve.
(iv) Programs require that teacher certification candidates achieve passing scores on the teacher performance assessment approved by the professional educator standards board.
(v) Candidates demonstrate knowledge of the paraeducators standards of practice, as published by the paraeducator standards board.
(D) Providers adhere to the cultural responsiveness standards published by the professional educator standards board to ensure that candidates are well prepared to exhibit the knowledge, skills and characteristics of culturally responsive educators.
(i) Provide candidates meaningful, reflective opportunities to interact within racially and culturally diverse classrooms with diverse colleagues, faculty, P-12 practitioners, and P-12 students and families.
(ii) Prepare candidates to adapt their practices based on students' prior experiences, cultural knowledge and frames of reference to make learning encounters more relevant to and effective.
(iii) Provide coursework explicitly focused on cultural responsiveness in and integrate components of culturally responsive education within and throughout all courses.
(iv) Faculty explicitly model equity pedagogy and PESB culturally competence standards in coursework and practica through reading, discussion, and explicit modeling.
(v) Teacher preparation candidates engage with and complete the Since Time Immemorial curriculum focused on history, culture, and government of American Indian peoples who were the first human inhabitants of the state and the region.
(E) Educator preparation programs require candidates for a residency certificate to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements.
(i) Candidates examine Washington's evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria.
(ii) Faculty model and candidates engage in self-assessment, goal setting, and reflective practice.
(iii) Faculty and program leaders gather evidence over time and use of student growth data and multiple measures of performance.

Domain 3 - Effective Beginning Educators
Educator preparation programs produce candidates who are classroom and school ready.
(A) Providers produce candidates who are prepared to be effective in schools and classrooms upon completion of educator preparation programs.
(i) The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective
(ii) The provider demonstrates, through structured observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
(iii) Contextualize teachers' practice within contemporary socio-political context.
(iv) Inform and orient candidates to Washington state processes of certification, licensure, endorsements and ongoing professional learning opportunities and requirements as they apply to the role for which the candidate is being certified.
(B) Prepare candidates to develop reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of their practice through feedback and reflection.
(i) Prepare educators to understand and demonstrate achievement and improvement in their teaching practice.
(ii) Providers prepare candidates to seek new learning to remain current in subject area(s), educational theories, practices, research, and ethical practice.
(iii) Ensure that all teacher education candidates exit the residency certificate program with a professional growth plan, suitable for clock hour credit, according the guidance provided by the professional educator standards board the Office of the Superintendent of Public instruction.
(C) Prepare candidates to direct, supervise and collaborate with paraeducators in schools and classrooms.
(i) Ensure that educator candidates have knowledge, skills, and field experience to collaborate effectively with paraeducators.
(ii) Prepare teacher candidates to direct paraeducators working with students in the classroom.
(iii) Prepare administrator candidates to supervise and evaluate paraeducators in schools.

Domain 4 – State and Local Educator Workforce Needs WAC 181-78A-220

Educator preparation programs contribute positively to state and local educator workforce needs.

(A) Providers partner with local schools to assess and respond to educator workforce, student learning, and professional development needs.

(i) Establish, develop partnerships (e.g. schools, districts, community colleges, workforce boards, etc.) to understand educator workforce surplus and shortages.

(ii) Maintain and use partnerships to gather anecdotes, contacts and data points regarding state and local workforce needs.

(B) Providers use preparation program and workforce data in cooperation with professional educator advisory boards to understand and respond to local and state educator workforce needs.

(i) Use local and state workforce data to identify and monitor state and local educator shortages across local districts and content areas.

(ii) Analyze enrollment, preparation process, and outcomes data to understand programs' process and performance relative to local and state educator workforce needs.

(iii) Use workforce data and institutional analyses to develop program goals and strategies that can be enacted to meaningfully address state and local workforce needs.

(C) Teacher educator preparation programs complete and transition increasing numbers of candidates in endorsement areas identified by the professional educator standards board as educator workforce priorities.

(i) Share among faculty and staff program's current effectiveness addressing state and local workforce needs

(ii) Recruit and prepare candidates for in-demand content areas in response to local and state workforce needs.

(iii) Meet the content area needs identified by workforce data of the state and the region.

Domain 5 - Data and Assessment Systems WAC 181-78A-220

Educator preparation providers maintain data and assessment systems that are sufficient to evaluate program performance and direct program decision-making and improvement, as well as to inform state-level priorities of the professional educator standards board.

(A) Programs develop and maintain effective data systems that are sufficient for program growth, evaluation and mandated reporting.

(i) Maintain a data infrastructure that enables storage, tracking, and reporting functions to meet annual data submission requirements and assess program design and outcomes in alignment with state standards.

(ii) Collect, store, and report data according to the structure according to the Data Manual and Report Guidance adopted by the Professional Educator Standards Board.

(iii) Systematically and comprehensively gather data and evidence on recruitment, retention, candidate learning, and program operations.

(iv) Data and assessment systems include processes and safeguards that ensure fair and unbiased assessment of candidates.

(B) Programs utilize secure data practices for monitoring, reporting, and program improvement.

(i) Develop, publish and maintain institutional standards for data security, access, and governance.

(ii) The professional education advisory board annually reviews and analyzes data for the purposes of determining whether candidates have a positive impact on student learning and provide the institution with recommendations for programmatic change.

(iii) Program leaders aggregate program and candidate data over time and incorporate perspectives of faculty, data administrators, candidates, and P-12 partners to inform program decision-making.

(iv) Programs consider and respond in writing to recommendations for program change from the members of the professional education advisory board.

(C) Programs produce and utilize data reports in accordance with data and reporting guidance published by the professional educator standards board.

(i) Faculty, administrators, and professional educator advisory board members collaborate for program review and improvement.

(ii) Data administrators submit annual data reports each October according to guidance adopted by the Professional Educator Standards Board.

(iii) Gather and submit additional program and candidate data as requested by the professional educator standards board as needed to complete all aspects of the program review process.

Domain 6 – Field Experiences and Clinical Practice WAC 181-78A-220

Educator preparation providers offer effective clinical experiences for candidates to develop and demonstrate the knowledge and skills needed by effective educators.

(A) Establish and maintain field placement agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125.

(i) The program(s) and its school partners cooperatively design, implement and evaluate field experiences and clinical practices consisting of no less than four hundred fifty hours in classroom settings.

(ii) Entry and exit criteria and a process for mitigating concerns during clinical practice are provided for candidates, school leader(s), and the mentor.

(B) Providers ensure that candidates integrate knowledge and skills developed through field experiences with the content of programs' coursework.

(i) Provide field experiences in which candidates plan, practice, discuss and reflect upon methods of instruction and differentiation.

(ii) Integrate assignments, assessments, and actionable feedback throughout candidates' field experiences.

(iii) Provide faculty supervision, including on-site visits, on an on-going basis.

(iv) Identify and recruit mentors for candidates who are educational leaders collaboratively with the partner school(s) or district(s).

(v) Ensure that candidates' mentors are fully certificated school personnel and have a minimum of three years of professional experience in the role they are supervising.

(vi) Mentors and school leaders are provided with a set of internship expectations and receive, or provide evidence of having received, training and experience mentoring adult learners and culturally responsive teaching and learning.

(vii) Effectiveness of mentor preparation and communication are reviewed annually by program faculty.

(C) Providers offer field experiences in accordance with 181-78A-300 and PESB candidate assessment requirements.

(i) Ensure that candidates are placed in settings where they can be evaluated and given feedback.

(ii) Ensure that all candidates are fingerprinted and have completed required clearance prior to placement in field experience settings.

(iii) Ensure that all candidates have attempted the WEST-E or NES assessment corresponding with their endorsement area prior to beginning field based experience.

(D) Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio economic status, or local population density.

(i) Field experiences provide opportunities to work in communities or with student populations with backgrounds dissimilar to the background of the candidate.

(ii) Course assignments and discussions offer candidates opportunities reflect upon interactions with diverse populations and communities in order to integrate professional growth in cultural responsiveness as a habit of practice.

(iii) Candidates have opportunities to design, implement and receive feedback on cultural responsiveness in lessons, assignments, and activities.

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Domain 7 – Program Resources and Governance

Educator preparation programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

(A) Programs utilize a separate administrative unit responsible for the composition and organization of the preparation program.

(i) An officially designated administrator is responsible for the composition and organization of the preparation program.

(ii) Budgetary allocations are sufficient for the program to assure that candidates meet state standards.

(B) The program has adequate personnel to promote teaching and learning.

(i) Workload policies allow program personnel to effectively perform their assigned responsibilities within the program.

(ii) Specific program personnel are assigned the responsibility of advising applicants for certification and endorsements and for maintaining certification records.

(iii) The program has adequate field supervisors and other support personnel.

(C) The program has adequate facilities and resources to promote teaching and learning.

(i) The program has the necessary classrooms, lab space, office space, and/or other facilities.

(ii) The program has technology, library, curricular, and electronic information resources.

(iii) The facilities support faculty and candidate use of technology.