



# The Professional Educator Standards Board

Slides available at: <http://bit.ly/2GF560H>

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**Alexandra Manuel**, Executive Director

**Maren Johnson**, Preparation and Credentialing Policy Lead

**Jisu Ryu**, Program Manager, Educator Assessment & Data Analysis

# Who we are:

## The Professional Educator Standards Board (PESB)

Created in 2000, PESB ensures that Washington's educator workforce is composed of highly effective, professional educators who meet the diverse needs of schools and districts. PESB works towards this vision by creating innovative policies that improve and support **educator quality, workforce development, and diversity**. [RCW 28A.410.210](#)

## The Paraeducator Board

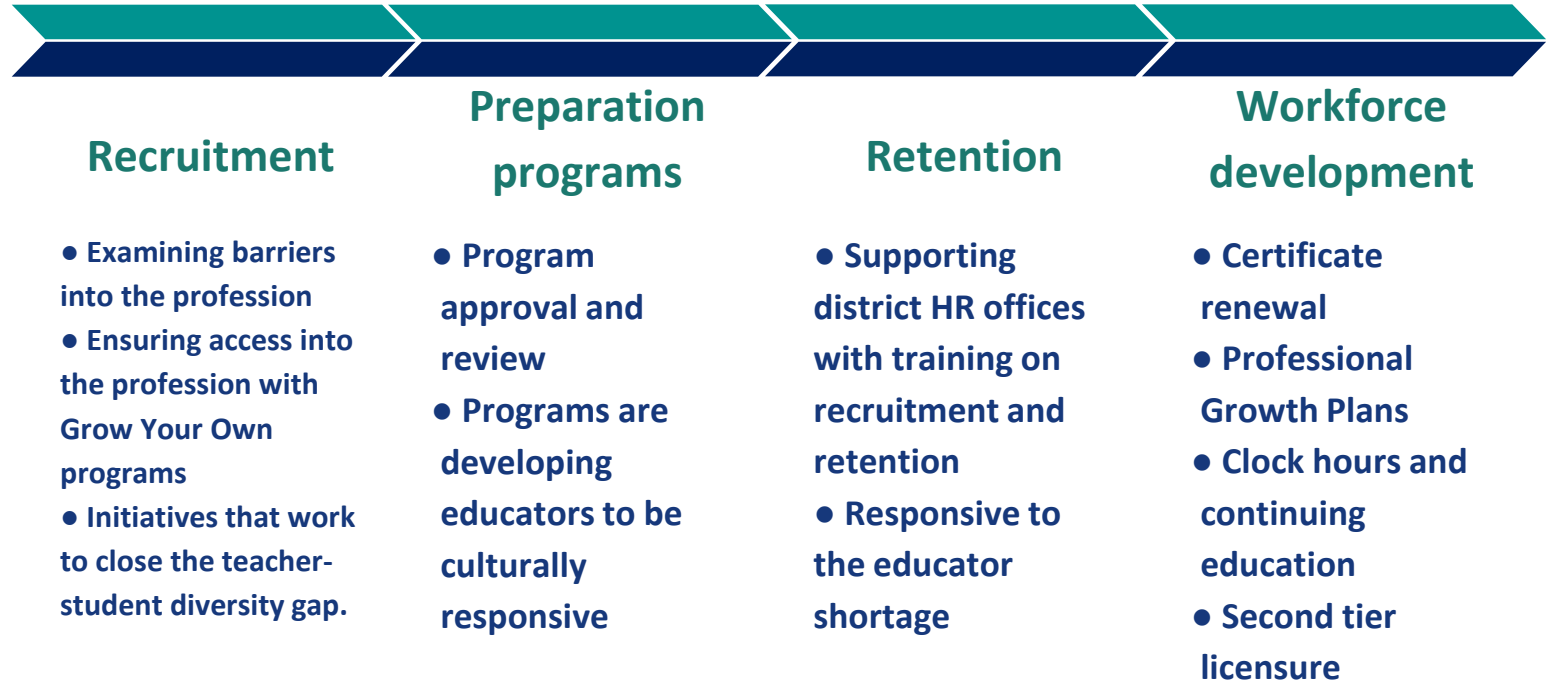
Created in 2017, the Paraeducator Board establishes requirements and policies for paraeducator **professional development certificates**, and makes policy recommendations that will increase opportunities for paraeducator **advancement** through education, professional learning, and **increased instructional responsibility**. [RCW 28A.413.020](#)

# What we believe in

- **We believe in high standards.**
  - High standards for all educators are essential to student success and achievement. To support our students, we must support our educators.
- **We believe in a diverse workforce.**
  - Diverse students and educators are a tremendous asset to our state and workforce. We are committed to lifting up those assets and addressing inequities, disparities, and barriers within the overall educator preparation system.

# What we do

Our work stretches across the educator continuum:





# what we do

## Professional Educator Standards Board

### Educator quality

- Overseeing licensure and continuing education policy for all educator roles in the state
- Approval and review of [educator preparation programs](#)
- Creating and supporting [continuing education](#) opportunities for educators

### Workforce development and diversity

- [Diversifying and expanding](#) the educator workforce
- Responding to [district workforce](#) needs
- Building a [culturally responsive](#) educator workforce

### Policy innovation

- [Investigating barriers](#), inequities and disparities within the education system
- Using an [equity lens](#) in all that we do



# what we do

## Paraeducator Board

### Educator quality

- Establishing paraeducator [minimum employment requirements](#)
- Ensuring all paraeducators adhere to the same standards through [training](#), no matter the school or region they work

### Workforce development and diversity

- Supporting paraeducators with professional development opportunities through the certificate program

### Policy innovation

- [Make policy and budget recommendations](#) for a paraeducator career ladder that will increase opportunities for professional advancement

# Communications

The image displays three communication channels for the State of Washington Professional Educator Standards Board. Each channel is represented by a graphic with a yellow brushstroke label below it.

- Social media:** A graphic with a white box containing the text "TWITTER + FACEBOOK", "#PESBimpact", "#WAdiverseTeach", and "#WAparaPower". Below this is the text "Don't miss out on real-time agency updates (and sometimes we post funny stuff)". A hand cursor icon points to the bottom right of the box.
- Website:** A graphic featuring a laptop keyboard and a hand typing. Below the image is a teal box with the text "VISIT OUR WEBSITE" and the URL "www.pesb.wa.gov". Underneath the URL is the text "Learn about programs, upcoming events and meetings, and see a variety of infographics and materials made just for YOU".
- Newsletters:** A graphic with a white envelope icon in a yellow circle. Below it is the text "SUBSCRIBE TO OUR NEWSLETTERS" and "(no spam, we promise)". A teal box contains the text "Be the first to know about:" followed by a list of topics: "What happened at Board meetings", "Changes in policy", "Event registrations and reminders", "Approaching deadlines", "Program news", and "Scholarship information".

**Social media**

**Website**

**Newsletters**

## Positions open at PESB

- [Program Manager for Professional Learning, Assignment, and Program Support](#)
- [Program Manager for Pathways and Grow Your Own](#)  
and upcoming....
- Program Specialist, Paraeducator Certificate Program

## Progress and upcoming work groups

- Standards Approval and Review
- PEABs
- Advancing Equity
- CTE
- Educator Pathways Council
- Mentoring work group

## Recent news and updates

- Washington school districts can now submit **grant applications to pilot a bilingual high school teacher academy**.
  - RWT-BEI program pilot sites use the RWT curriculum, which emphasizes the importance of cultural identity and equity in the profession of teaching. Learn more on our website.
- **Last change to access ProTeach report**
  - The ProTeach Portfolio is an evidence-based assessment designed for teachers seeking the WA professional certificate. Candidates who have not downloaded a copy of their WA ProTeach report will have until April 30 to do so. After this time reports will no longer be available.

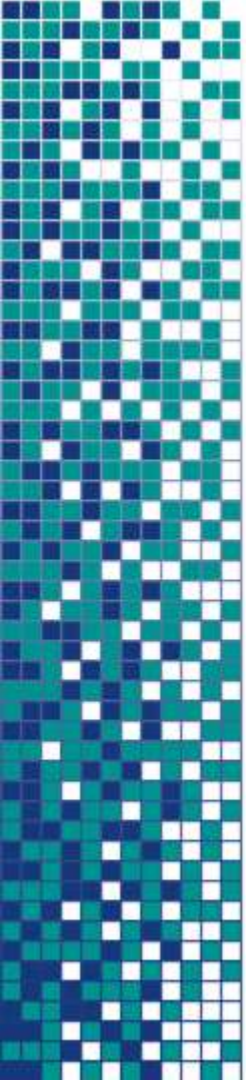
## A cause for celebration: eliminating testing barriers and improving access

Today, Governor Inslee is signing HB 1621, a bill to help admit more candidates into the teaching profession by **removing the requirement of meeting a specific score on the WEST-B exam.**



## Pictures from the signing





“

I am a **passionate educator** who understands students and their learning. I can speak with them in their own language and understand their experiences and communities. Having to retake a timed test, multiple times, in a high-pressured environment is not the best way to measure my fluency or my ability to thrive as an educator.”

**NORA NUNEZ GONZALEZ**  
**TEACHER IN SKAGIT VALLEY**

”



## So what does this new legislation mean?

- [HB 1621/SB5512](#) :

An applicant **must take** this basic skills assessment, or an alternative or equivalent basic skills assessment as determined by the Washington professional educator standards board, and report the individual results to the Washington professional educator standards board and an approved teacher preparation program.....

- Status: Signing date April 24, 2019

# Basic skills assessment update

- Meeting a state-wide passing score on WEST-B/ACT/SAT is no longer required for program admission, student teaching, or certification.
- Programs may now admit candidates under this policy. Programs may now recommend candidates, and candidates may apply now for certification.
- Candidates still must take the basic skills assessment.
- No one needs to retake the basic skills assessment.
- Out-of-State (OOS) candidates who are applying for residency certification and applying to master's level program may use the OOS equivalent tests approved by PESB.

## Basic skills as formative assessment

From HB 1621: Programs may use results from the basic skills formative assessment of academic strengths and weakness in determining the candidate's readiness for the program

## FAQ in Progress

Here is the link to our FAQ on basic skills policy!

<http://bit.ly/2XG4U7C>

What questions do you have?

## Board Decisions: National Standards

<p><b>Approved the adoption of national standards*</b></p>	<p>Business and Marketing            Early Childhood Education</p>
<p><b>Postponed the consideration of national standards adoption</b></p>	<p>Special education            Library media            Family and Consumer Sciences</p>
<p><b>Directed further research</b></p>	<p>Reading</p>

\* [National standards implementation timeline](#)

## School psychologist preparation

- Board decided to continue exploration of respecialization options for clinical psychologists to become school psychologists
- NASP is currently revising their school psychologist standards to include respecialization standards. Provide input to NASP through May 10: <http://bit.ly/2UvzA9M>
- NASP is anticipating adopting the new standards in June 2020, and our board might examine respecialization options at that point.

## Residency and initial ESA certificates

- School counselors and school psychologists complete **residency certificate** programs, aligned to board-adopted standards, approved and reviewed by PESB
- Candidates for **initial certificates meet certification requirements**. Programs are not approved or reviewed by PESB.
- **Initial certificates:** school occupational therapist, school physical therapist, school social worker, school nurse, and school speech language pathologist or audiologist

## ESA Certification Work Group

- **Renewal of initial and continuing ESA certificates** in five year intervals with 100 clock hours or the equivalent in credits or PGPs. Beginning September 1, 2020.
- **Professional Transitions to Public Schools** course to be a fifteen hour requirement instead of a thirty hour requirement
- Addition of a **Behavior Analyst initial ESA certificate**

# Requirements for the behavior analyst initial certificate

- Valid **Board Certified Behavior Analyst (BCBA) certificate** from the Behavior Analyst Certification Board (BACB), or other national certificate as approved by PESB.
- **Master's degree** or higher in any area.
- Passing score on the **Board Certified Behavior Analyst (BCBA) exam** from the Behavior Analyst Certification Board (BACB), or other assessment as approved by PESB.
- Complete the **professional transitions to public schools coursework** per WAC 181-79a-224 (currently in WAC 181-79a-223.)



# Recommendations from the clock hour work group

# Clock hours are a *unit of currency* for continuing education in Washington state.

Clock hours serve in two main ways:

- Clock hours may be used for certification.  
WAC 181-85
- Clock hours may be eligible for salary advancement.  
(Clock hours for salary advancement are not part of PESB policy.)

## Flexibility and access for educators:

Work group recommended accepting:

- Department of Children, Youth, and Families (DCYF) STARS hours as clock hours
- Allowing all educators, not just ESAs, to use hours which satisfy Department of Health (DOH) licensure requirements as clock hours
- Continuing education units (CEUs) or other non-credit bearing units from accredited colleges or universities, whether in-state or out-of-state, as clock hours. Credits from these same institutions are already accepted.

# All clock hour providers must meet standards

- **When partnering with another organization, an approved clock hour provider cannot provide blanket approval** of all courses from that organization. The clock hour provider must follow all relevant policy for approving each individual course.  
181-85-200

Clock hour provider approval happening right now:

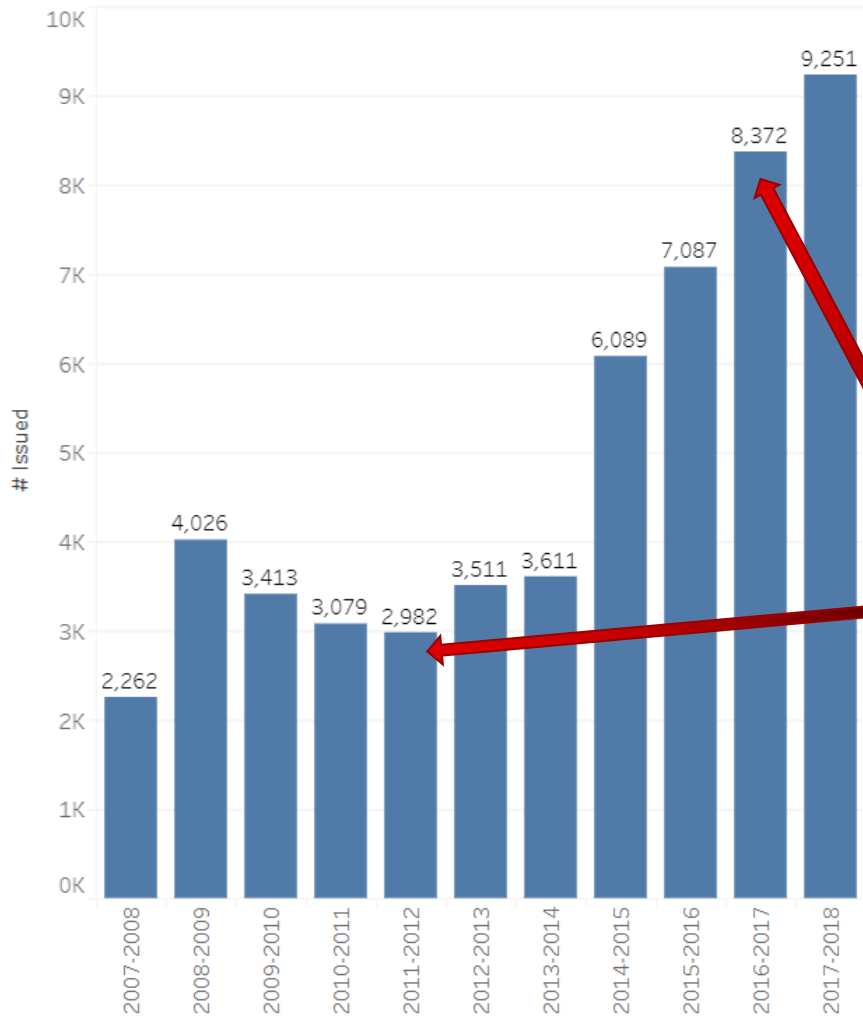
<http://www.k12.wa.us/certification/clockhours.aspx>

**Deadline:** August 20, 2019

# New educator shortage report from PESB

Available online at  
[bit.ly/PESBshortage](https://bit.ly/PESBshortage)



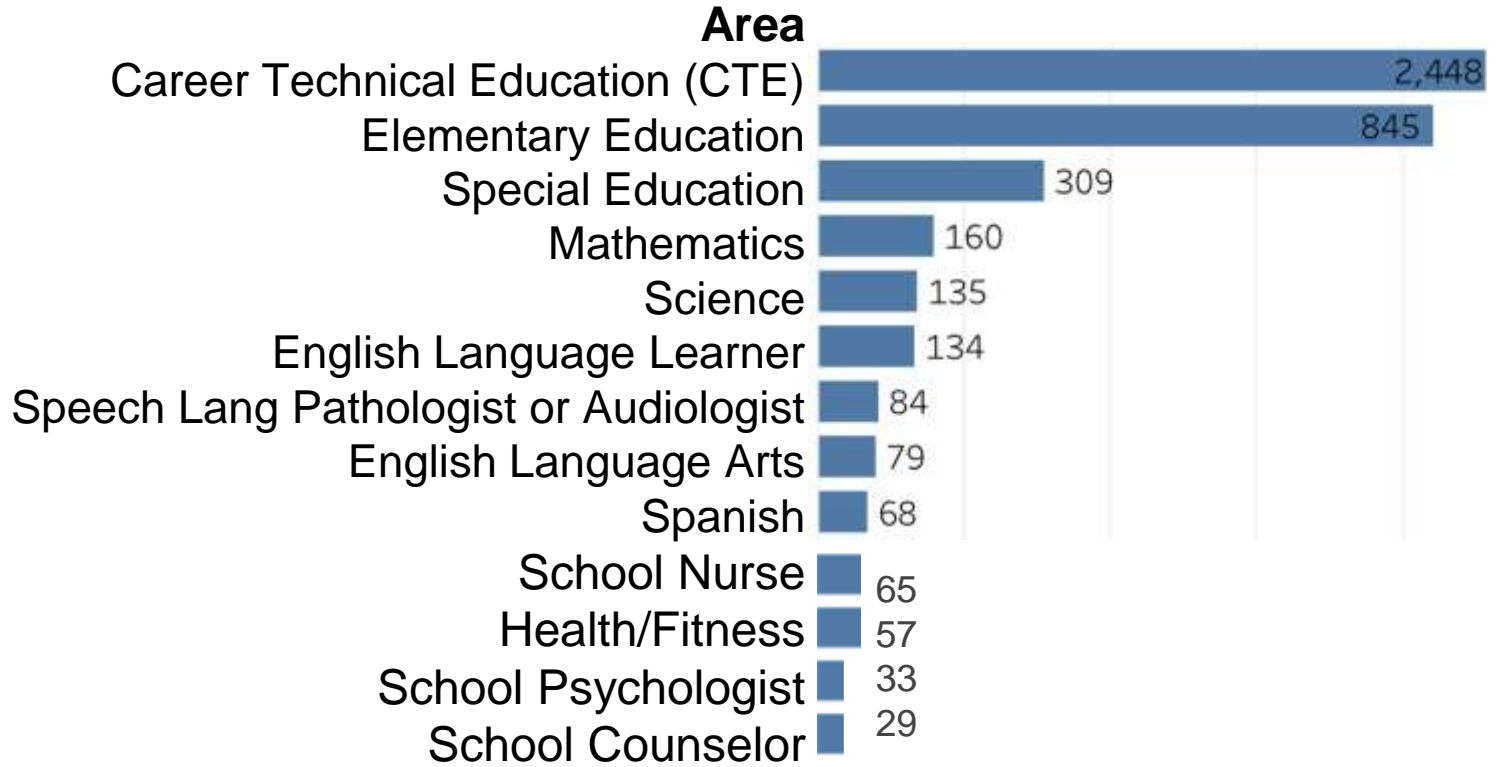


Number of limited certificates issued per year for the last 11 years

The number of limited certificates issued has **tripled** in the past six years.

**Source:** eCertification. Includes limited certificates of all types.

# Areas on limited certificates issued in 2017-18



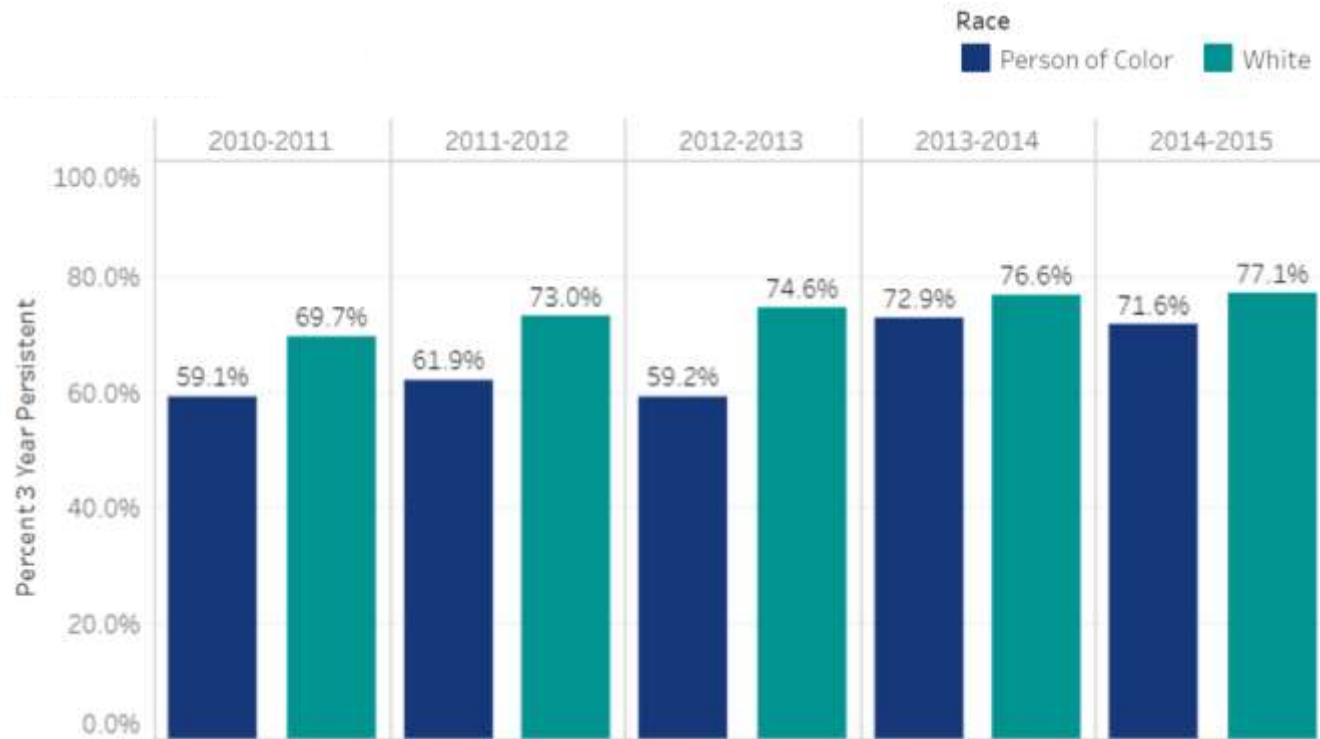
**Federal shortage report**

Graph not to scale.

Source: eCert. 30

# Three year persistence of new educators of color and new white educators

- What percentage of educators are employed three years later?



Source: S275

# The challenge

45% of our students identify as students of color, while only 11% of teachers identify as educators of color (Source: S275).

## Our students are...

55% white

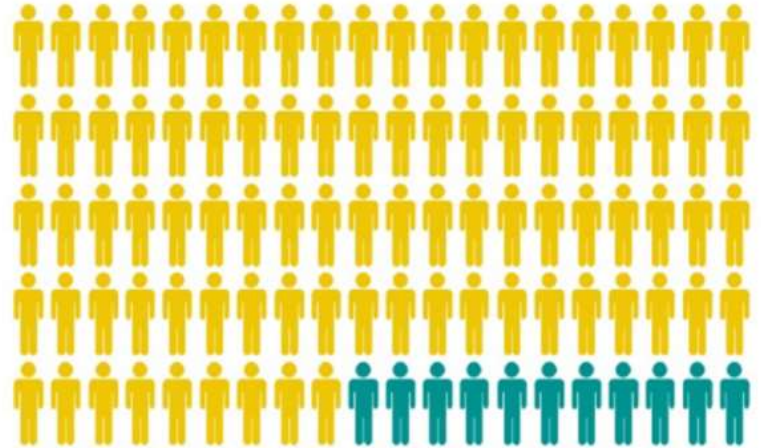
45% people of color



## Our teachers are...

89% white

11% people of color



# Using an equity lens

PESB has prioritized investing in and creating a range of initiatives to close the teacher-student diversity gap.

These efforts include:

- creating more accessible, community-orientated educator pathways
- expanding access points into the teaching profession
- **critically examining barriers** that candidates may face on their journey to becoming a teacher

## Explore district level local workforce data at PESB

- Interactive displays of **local data** available on our PESB website: <https://www.pesb.wa.gov/district-info>
- District level data on:
  - Use of limited certificates
  - Educator persistence
  - Out-of-endorsement assignment
  - Employment demographics





What information regarding  
educator shortage are you  
interested in?



thank  
you

[www.pesb.wa.gov](http://www.pesb.wa.gov)