



The Professional Educator Standards Board: Key Updates

PESB Approach

- The Professional Educator Standards Board (PESB) is working to diversify the educator workforce, develop culturally responsive educators, and ensure equity and access in educator preparation.
- PESB continues to advance educator workforce development and pursue policy and innovation that are responsive to educator shortage, continuing education and increasing the diversity of the workforce.
- Our agency is currently operationalizing several initiatives to move the needle in these areas. These efforts include grants, work groups, pilot projects, and system-level policy initiatives.

Upcoming Board Meetings

The screenshot shows a web browser window displaying the PESB Meetings page. The browser's address bar shows the URL <https://www.pesb.wa.gov/about-pesb/pesb-meetings/>. The website header includes the logo for the State of Washington Professional Educator Standards Board and a navigation menu with items like Home, Educator Pathways, Workforce Development, Preparation Programs, Data & Reports, Innovation to Policy, Paraeducator Board, and About PESB. The main content area is titled "PESB Meetings" and features the following information:

- Next Board Meeting: January 11-12, 2017**
- Location:** ESD 113, 6005 Tye Dr SW, Tumwater, Washington 98512
- Resources:** [Agenda \(PDF\)](#), [Board Materials \(Folder\)](#), and [Contact us](#) to add a public comment.
- Registration:** Register to listen to the Board Meeting with links for [January 11, 2018](#) and [January 12, 2018](#).
- Electronic meetings:** [information on how to participate in a PESB meeting by webinar](#)
- See [previous meetings and materials](#)**

A map of the location is shown below the text, with a callout box for "Capital Region ESD 113" at 6005 Tye Dr SW, Tumwater, WA 98512, featuring a 4.0 star rating and a "View larger map" link. A sidebar on the right contains a navigation menu for "About PESB" with categories such as "Mission, Vision, and Strategic Plan", "PESB Members", "PESB Meetings" (selected), "Previous PESB Meetings and Materials", "Electronic Meetings", "Upcoming Tab Items", "PESB Rule Making", "PESB News", and "Contact PESB". Below the sidebar is a section titled "Upcoming PESB Meetings" listing:

- January 11-12, 2018**: ESD 113, Tumwater
- March 15-16, 2018**: Radisson Hotel, SeaTac
- May 17-18, 2018**: The Hampton Inn, Richland
- July 24, 2018**: Radisson Hotel, SeaTac

The Windows taskbar at the bottom shows the system time as 2:55 PM on 1/4/2018.

New Website

The screenshot shows a web browser window displaying the homepage of the State of Washington Professional Educator Standards Board (PESB). The browser's address bar shows the URL <https://www.pesb.wa.gov/>. The website features a dark blue navigation bar with the following menu items: Home, Educator Pathways, Workforce Development, Preparation Programs, Data & Reports, Innovation to Policy, Paraeducator Board, and About PESB. The main content area is divided into several sections:

- Header:** The PESB logo is on the left, and an "A-Z Topic Index" search box is on the right.
- Main Banner:** A large teal banner with a white text box containing the text: "The Professional Educator Standards Board (PESB) is charged with ensuring Washington's educator workforce is composed of highly effective professional educators. PESB oversees educator preparation programs and the continuing education and licensure of new and experienced educators. PESB policies also address workforce shortages and diversity by advancing policies and innovations in educator recruitment, preparation, and career development."
- Grid of Services:** A 2x2 grid of white boxes with teal icons and text:
 - Educator Pathways:** Information for current and future educators exploring careers in education. Includes links for "Becoming a Washington Teacher", "Resources for Current Educators", and "Educator Pathways News".
 - Workforce Development:** Workforce development solutions to address shortage, assignment, and educator diversity needs. Includes links for "Growing Future Educators", "Developing Current Educators", and "Assignment".
 - Preparation Programs:** Program standards and endorsement competencies for current and prospective programs. Includes links for "Approved Programs", "Assessments", and "Program Standards".
 - Innovation to Policy:** Informing policy innovations through grants, pilots, work groups, and legislative initiatives. Includes links for "Grants & Pilots", "Work Groups", and "2018 Legislative Priorities".
- Paraeducator Board:** A box at the bottom left with the heading "Paraeducator Board" and the sub-heading "Developing employment".
- Data & Reports:** A box at the bottom center with the heading "Data & Reports" and the sub-heading "Data and reports on educator".
- Important Information:** A teal sidebar box on the right containing links for "January 2018 Newsletter", "Recruiting Washington Teachers 2016-17 Report", "FAQ on the new credentialing policy", and "Grow Your Own Teachers report".
- Upcoming Meetings:** A white sidebar box on the right containing meeting information:
 - Paraeducator Board:** January 10-11, 2018
 - PESB:** January 11-12, 2018
 - Location:** Tumwater, WA
- Recent News:** A white sidebar box on the right containing the link "Diversifying the Educator Workforce: Recruiting Washington Teachers".

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Newsletters

- PESB News of Note
- Pathways
- Para Board Newsletter

Twitter

@PESB

@Diversewateach

Having trouble viewing this email? [View it as a Web page.](#)



PESB Educator Pathways and Workforce Development December Newsletter

Happy Holidays!

We are pleased to share our monthly newsletter from the Educator Pathways and Workforce Development Team at the Professional Educator Standards Board. The Pathways and Workforce Development team focuses on educator workforce development, with specific attention to diversifying the workforce to better reflect the student population, addressing teacher shortage, and supporting navigation of pathways into the education profession.

Before you dive into our newsletter, I wanted to take a moment to share some exciting news - last week we celebrated the launch of our [new website!](#) We've focused on creating greater ease of navigation and making the website more organized, searchable, and user friendly. Please take some time to explore the website and familiarize yourself with it, and as always please share your feedback with us.

Wishing you the best for this holiday season and New Year!

Best,

Alexandra Manuel

Interim Executive Director

CELEBRATING THE LAUNCH OF OUR NEW WEBSITE

We are so pleased to announce the release of our new website at <https://www.pesb.wa.gov/>! This website has been designed to be more user-friendly, easy to navigate, and organized. With all various stakeholders in mind - preparation programs, school districts, current and future educators, board members, and our partner agencies - we've structured our home page to help direct you to find the information you need. We look forward to continuing to refine the site and are very excited to share our updated version with you.

GROWING HIGH SCHOOL STUDENTS INTO WASHINGTON EDUCATORS

The [Recruiting Washington Teachers \(RWT\) Program](#) is designed to grow our own diverse future educators who more closely reflect the student population. Curious about the impacts of this program? The PESB produces annual reports on this program using data collected from our RWT learning laboratory sites

The New Paraeducator Board

- **Mission, Vision, and Strategic Goals:** The Paraeducator Board is focused on the work set forth by HB 1115 and upholding the intent of the Board. The Board will be approving official language on its mission, vision, and strategic goals in the near future.
- **Intent:** Paraeducators provide the majority of instruction in programs designed by the legislature to reduce the opportunity gap. By setting common statewide standards, requiring training in the standards, and offering career development for paraeducators, as well as training for teachers and principals who work with paraeducators, students in these programs have a better chance of succeeding.



The Timeline Overview

	2017	2018					
	November	January	March	May	July	September	November
Paraeducator Standards of Practice							
Certificate Requirements							
Pilot Implementation							
Teacher & Admin Professional Development							
Preparing for the 2019 Legislation							
Rules Adoption							

- Six broad areas to work on over the next year
 - Paraeducator Standards of Practice (Nov '17)
 - Certificate Requirements (Jan - Mar '18)
 - Pilot Implementation (Nov '17 - July '18)
 - Teacher & Admin Professional Development (Nov '17 - Jan '18)
 - Preparing for the 2019 Legislation (Jul - Nov '18)
 - Rules Adoption (Mar - Nov '18)

Certificate Requirements

	2017	2018					
	November	January	March	May	July	September	November
Paraeducator Standards of Practice							
Certificate Requirements							
Pilot Implementation							
Teacher & Admin Professional Development							
Preparing for the 2019 Legislation							
Rules Adoption							

- January - March 2018
- Five requirements to approve (Secs. 8-10)
 - General Paraeducator Certificate
 - Four day fundamental course
 - Ten days of professional development
 - Subject Matter Certificates
 - 20 hours (each) professional development in subject matter
 - Advanced Paraeducator Certificate
 - 75 hours of professional development

The Formation of
Subcommittees to
Review
Requirements

Paraeducator Certificates

General Paraeducator Certificate

- Four day fundamental course
- Ten days of professional development

Subject Matter Certificates

- 20 hours (each) professional development in subject matter

Advanced Paraeducator Certificate

- 75 hours of professional development

Current Work Groups

PESB facilitates work groups by gathering stakeholders from across the field together to discuss the most pressing issues in the sphere of educator preparation, retention, and diversity. Final outcomes of the work groups include developing policy recommendations, reports, as well as suggestions for program redesigns.

Career & Technical Education

The purpose of the [Career & Technical Education Work Group](#) is to assess the current system of Career & Technical Education preparation and licensing and develop recommendations to clarify requirements, improve access, and maintain high standards for preparation and licensure.

Educator Career Continuum

The purpose of the [Educator Career Continuum Work Group](#) will be to provide recommendations to the Board on the future of the career-long continuum for educators, with a particular focus on how to ensure educators have access to high-quality, relevant continuing education for maintaining their certification. Issues to be considered include incentives, support, and the continued development of educators in our state.

Testing Barriers

The purpose of the [Testing Barriers Work Group](#) is to thoroughly investigate the barriers that testing creates for candidates, particularly bilingual and candidates of color, and develop recommendations for consideration by the PESB and the legislature.

Work Groups Continued

National Board Issues

The large number of National Board renewal candidates in the last few years, and the amount of time that has passed since the creation of an equivalency chart between National Board Certification and Washington state endorsements has brought two National Board issues to attention at this time:

- Clock Hours for National Board Renewal
- National Board Endorsement Equivalencies

The [National Board Issues Work Group](#) will develop recommendations to the board regarding these issues.

Limited Certificates:

Limited certificates provide an entry point to the profession and provide flexibility in meeting educator workforce needs. The [Limited Certificate Work Group](#) will review policy in WAC related to the limited certificates, with a goal of maintaining flexibility while adding cohesiveness to the system. The Limited Certificate Work Group will also be exploring a potential new certificate for pre-service educators. Recommendations from the work group will be provided to the PESB.

Alternative Routes

Examine proposed technical changes to the WAC governing alternative routes.

Grants

The screenshot shows a web browser window with the URL <https://www.pesb.wa.gov/innovation-policy/grants-pilots/>. The page title is "Grants & Pilots" and the breadcrumb trail is "Home / Innovation to Policy / Grants & Pilots".

Grants & Pilots

Through innovative grants and pilot programs PESB is responding to employer workforce demands and expanding the diversity of our state's educators.

Alternative Route to Teaching Block Grant

The [Alternative Route to Teaching Block Grant](#) (ARBG) provides funding for preparation programs, districts, and candidate scholarships to support alternative route programs engaging "grow your own" teacher strategies to address district need. See below for information on the current round of the Alternative Route Block Grant (ARBG), such as the grant timeline, informational videos, and application materials. Additionally, links to archived materials from past rounds of the grant can be found here.

Bilingual Educators Initiative

The Recruiting Washington Teachers – [Bilingual Educators Initiative](#) (RWT – BEI) Pilot Project is aimed at recruiting, preparing, and mentoring bilingual high school students, in order to prepare them to become future bilingual teachers and counselors in the state of Washington. This page contains information on the grant.

Collaborative Schools for Innovation and Success

This page contains documents such as progress reports and award announcements from the [Collaborative Schools for Innovation and Success](#) (CSIS) pilot program. These pilot projects enable colleges of education to collaborate with school districts to establish collaborative schools for innovation and success, serving particularly at-risk and low-achieving students.

"Grow Your Own" Pilot Program

This page contains information, as well as links to resources and reports, on the ["Grow Your Own" Pilot Program](#), a privately funded grant initiative ending June 31, 2019. The purpose of this pilot program is to build an educator workforce that is representative of the district student population they serve and develop individuals to teach in the district's identified high need subject areas.

Pilot to Policy Grant

The [Pilot to Policy Grant: Advancing Systemic Equity](#) is a new, two year grant of up to \$10,000/year. The purpose of the grant is to increase equity in educator preparation programs across the state and informing broader PESB policy connected to cultural responsiveness and equity. This page contains information on the grant, including meeting dates, a timeline, and an FAQ.

Teaching Equity Grant

The Teaching Equity Network is a network of cross-sector collaborators promoting equity in the preparation of future educators, equity in pathways into teaching, and ongoing training around equity and culturally responsive practices for educators. This page contains information on the [Teaching Equity Network Fund grant](#).

The right sidebar contains a navigation menu:

- Innovation to Policy
- Grants & Pilots
- Alternative Route to Teaching Block Grants
- Bilingual Educator's Initiative
- Collaborative Schools for Innovation and Success
- "Grow Your Own" Pilot Program
- Pilot to Policy Grant
- Teaching Equity Grant
- Work Groups
- Equity Initiatives
- 2018 Legislative Priorities
- Innovation Archive

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Upcoming Grants

- **Bilingual Educator Initiative**- The RWT – BEI Pilot Project is aimed at recruiting, preparing, and mentoring bilingual high school students, in order to prepare them to become future bilingual teachers and counselors in the state of Washington.
- **Paraeducator Pilot Initiative**- Grants to try out the new policies developed by the Paraeducator Board to support the new certificates and required professional development for paraeducators.
- **Microcredentials**- piloting inservice microcredentials including elementary computer science, social emotional learning, and RWT



SCHOLARSHIP

FOR

PARAEDUCATORS

CRITERIA:

- Three years employed classroom experience
- No college degree
- Must complete AA within two years of award date
- APPLY BY MAY 8

**RECEIVE UP TO \$4,000 PER YEAR TOWARDS
YOUR ASSOCIATE OF ARTS DEGREE**

WWW.PESB.WA.GOV

Seeking proposals for Paraeducator Pilot Program

The Paraeducator Board is seeking proposals from Washington State school districts and Educational Service Districts (ESD) to pilot the paraeducator state standards of practice and the professional development certificates.



PROFESSIONAL EDUCATOR
STANDARDS BOARD 
PARAEDUCATOR BOARD

The National Paraeducator Conference

The National Paraeducator Conference will be held this weekend April 26-28th in Seatac with several Paraeducator Board representatives presenting including keynotes both Friday and Saturday.

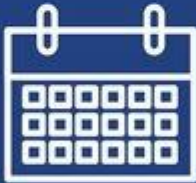
Oh the mountains we can climb!



Congratulations to Mandy Manning, Washington State Paraeducator Board member, who has been awarded National Teacher of the Year.



Registration now open for the Teaching Equity Conference



When: Saturday, April 28, 2018

Where: Highline College, Des Moines, WA

Time: 8 a.m. to 4:30 p.m.



www.teachingequity.com

PESB is a long time sponsor of the Teaching Equity Conference with the WEA and the Center for Teaching Excellence and Highline College. We currently run collaboratively a small Teaching Equity Grants Fund to support Teaching Equity events locally in regions around the state.



Legislative Agenda

Remove unintended barriers to becoming an educator through targeted supports and expanded entry points into preparation and credentialing.

- May include:
 - Testing barriers work group recommendations
 - Increased investment in multiple educator pathways for preparation and credentialing
 - Exploring clarity and consistency in the use and application of certification and other processing fees
 - Exploring and potentially changing testing requirements to becoming a certificated teacher

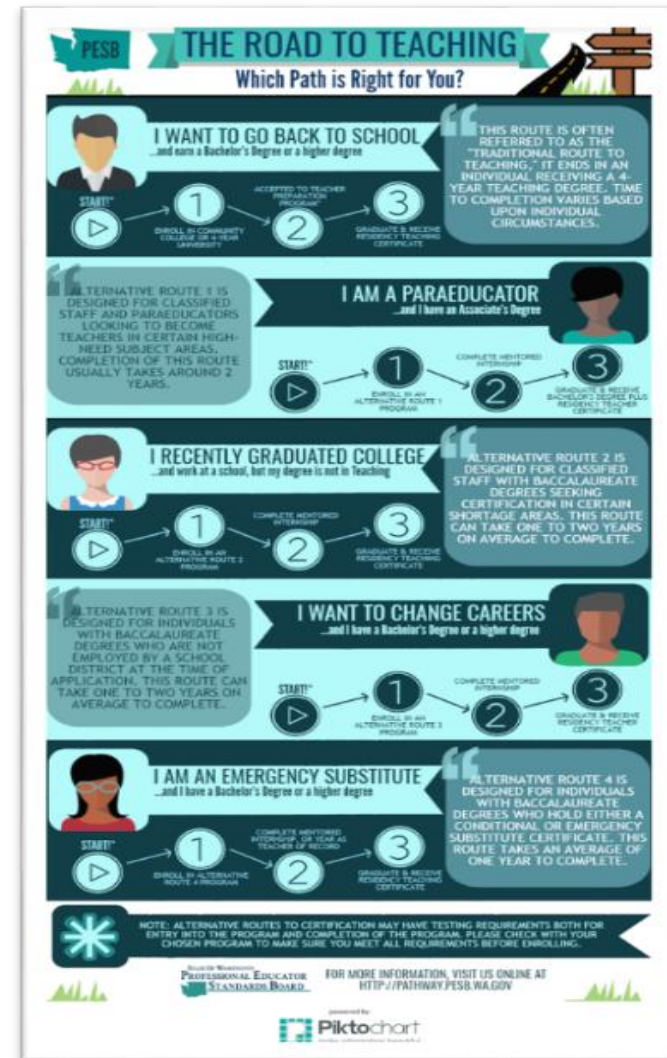
Ensure ongoing professional development and training options to meet new and existing requirements for being a practicing educator

- May include:
 - Ongoing funding and support for newly established training and testing requirements for paraeducators

Increased support for workforce development programs and addressing shortage and increasing diversity in the educator workforce

- May include:
 - Increased funding for the expansion of Alternative routes and other multiple pathways to becoming an educator in Washington
 - Expansion of GYO, RWT, and BEI programs

New infographics on our website





New tool now available for future teacher candidates

www.pesb.wa.gov



We're excited to launch a new display tool to help future teacher candidates find teacher preparation programs that offer the endorsement they are wanting. Visit our website to learn more: <http://ow.ly/GRRJ30jA9MK> #PESBimpact



Feedback from Program Visits

1. What are the potential benefits of this model to your program and to the system?
1. What are the potential challenges of this model to your program and to the system?

Synthesized Feedback from Program Visits

1. Program priorities
2. Clarity
3. Efficiency
4. Local and Systemic
5. Continuous Quality Improvement
6. Evaluating the Model

Program Priorities

- Can help programs establish, change and maintain priorities for program growth and improvement.

Clarity

- Greater level of clarity and transparency, though additional clarification about the process of validating and evaluating the indicators is necessary.

Efficiency

- Opportunity for more efficient program review
- Need to be offset by assurance that review of data does not overlook key elements of program performance not represented by indicator data points.

Local and Systemic Emphasis

- Balances the opportunity for system-wide data review as well as focus on local needs.
- When the local and system needs appear to conflict, it will be important that the IBPR model can adequately maintain clear focus on Board priorities in ways that provide clear direction to programs.

Continuous Quality Improvement

- Opportunities for continuous quality improvement within and across programs.

Evaluating the Model

- Process for IBPR evaluation during the enactment
- Opportunity to recognize and address emergent challenges

Paradigm Shifts at PESB

1. Focus on Each Program and the System
1. Collaboration - within, among, and between
1. Learning and Accountability

Program and System Focus

1. Review model creates opportunity
1. Work group structure and processes
1. Venues for networked improvement communities

Collaboration

- Within programs
- Among programs
- Between programs and PESB

Learning and Accountability

- Focusing program teams
- Focusing institutional attention and resources
- Shared learning through collaboration
- Formative and summative review structure
- Opportunity for research Inquiry

Program Standards and Review

Standards

- Stakeholder feedback
- Board decisions - May and July

Review

- Feedback from annual reporting
- Review of the indicators

Review of Indicators

January

- Discussion of 2-5 year cycle
- Beginning March 2018

March

- Retain
- Revise
- Remove
- Investigate

Review of Indicators

Retain

- GPA

Revise

- Endorsement assessments
- EdTPA assessment
- Completer employment
- Completion rates by race and ethnicity

Review of Indicators

Removed from Teacher List

- P-12 student learning
- Student perception survey
- TPEP

Removed from Principal List

- Admission rate
- Licensure rate
- School climate

Review of Indicators

Endorsement Area Content Knowledge Testing (WEST E and NES)

- Is it feasibility and / or beneficial to monitoring programs' candidates' record of attempts, not only best attempts?
- How can we identify possible thresholds that would call attention to trends in test retake and failure rates, as well as between-test improvement trends?

Review of Indicators

Completer Persistence in WA P-12 public schools

- Is it feasible and / or beneficial of including 3 and 5 year timepoints?
- Is it feasible and / or beneficial to include labor force data accessible to the ERDC into the analysis to identify completers employed in WA education field, outside of P-12 schools

Review of Indicators

EdTPA Assessment

- Is it feasible and / or beneficial to use rubric-level EdTPA data?
- How could rubric-level data provide more detailed, actionable information about programs and the system?

Review of Indicators

Candidate Race/Ethnicity - Institution: Program

- What relevant comparison group(s) for programs outside IHEs could be used?
- Upper end limit on the threshold? Merits and drawbacks
- Alternative comparison for programs in graduate schools?

Review of Indicators

Candidate Gender - Institution: Program

- Should we reject static, binary gender as a relevant construct?
- Relevant comparison group(s) for programs outside IHEs?
- Gender of completers at the endorsement level, or continue to measure at the program level?
- Alternative threshold for principal programs?