



PESB Updates

- PESBee hive updates
 - Introducing Nick Gillon
- Legislative Session
- May PESB Agenda
- edTPA
- Transition to National Standards
- PEABs

2017 Legislative Agenda

PESB Request Legislation All Successful!

- ✓ **Alternative Routes – from RCW to WAC**
- ✓ **Substitute Reimbursement \$s**
- ✓ **Protect Professional Growth Plans from Disclosure / Allow Sampling / Evaluation**
- ✓ **ERDC House Program Data Funding?**

2017 Legislative Agenda

Legislation Affecting PESB / of interest to WACTE:

- **5662 – SPI allowed proxy on PESB**
- **1445 – Dual Language** recruit, prepare, and mentor bilingual high school students to become future bilingual teachers and counselors.
- **1115 – Paraeducator Board**
- **1341 – Second Tier Certification for Teachers and Principals**



2017 Legislative Agenda

Legislation Affecting PESB / of interest to WACTE:

- **1115 – Paraeducator Board**
 - **9 members appointed by associations**
 - **Higher ed member appointed by WSAC**
 - **Chair selected by Governor**
 - **PESB administers**

2017 Legislative Agenda

Legislation Affecting PESB / of interest to WACTE:

- **Duties – based on para wrkgrp recommendations:**
 - **Minimum employment standards**
 - **“standards of practice” for general certificate**
 - **Course of study on standards of practice and certificates**
 - **General, ELL and SpEd Certificate Requirements**
 - **Paraeducator “advanced” certificate**
 - **Paraeducator career ladder**

9/1/17	Minimum employment standards effective
??	Board adopts standards of practice
9/2018	Board approves courses for requirements
??	Board adopts special certificate requirements and policies – SpEd and ELL – not required for employment
9/1/2018-19	STF Pilot grants / report to Board / report from Board to Leg
9/1/2018	STF SBCTC must incorporate standards of practice into paraeducator associates of arts degree
9/1/19	STF Districts must provide four day course of study on standards of practice
??	PESB must incorporate use of paras into preservice standards for teachers and admins

1341 original

- Teachers may achieve Pro Cert with 75 hours of professional development activities; Must adopt “substantially similar” or administrators
- “Collaborative” – study and recommendations

1341 as passed Senate

- Teachers and principals may renew residency indefinitely with 150 clock hours (or PGP)
- “Collaborative” study and recommendations

“Collaborative” (STF)

Members = Rep from:

- 4 caucuses
- PESB
- OSPI
- *PESB-approved prep program*
- WSSDA
- WEA
- AWSP
- WASA
- “other educator associations”

Staffed by PESB

“Collaborative” (STF)

Charge:

- Certification - integration, smooth transitions
- Improve and strengthen pathways
- Look broadly at recruitment, retention, professional learning and evaluation
- Incentives and support at each stage
- Duplication with evaluation
- Interstate reciprocity

11/1/2019 – preliminary report

11/1/2020 – final report

8/31/2021 - expires

May PESB Meeting - Richland

Agenda Posted – www.pesb.wa.gov; all materials posted May 9

Available via Webinar – Free!

Agenda items of note:

- **Initial consideration of IBPR WAC / Last regular site visit report**
- **Discontinuation of current second tier models – counselors and admins**

May PESB Meeting - Richland

Agenda items of note (cont):

- **Annual Data Cycle – Adding SES to current collections**
- **EPP Equity Action Plans – Special project grants – 8 institutions total \$60,000**
- **Eliminating Pathway 2 – endorsements added via 1 or 3**

edTPA

1. Reminder – Board July 2015

The passing score for edTPA raised to **40** (World and Classical Language 34)

Starting with 9/28/17 submission

Student voice will continue to not be consequential for candidates but

Candidates will continue to submit portfolios that address the student voice prompts,

Vendor will continue to score student voice rubrics

edTPA

2. Student Voice a Required Component of edTPA

Candidates must complete it, although it is not counted in the cut score.

Candidates are submitting wrong edTPA – what does this indicate? Where is need for intervention? To what degree advising? Registration process?

Transition to National Standards

For Roles and Competencies – when they exist

Transition to NES – 2014-2018

Work groups for remaining:

- History (PNW History Req?)
- Music (combine 3?)
- Endorsements w/ no national standards and no NES

Questions / Concerns about NES or transition – Patti Larriva

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD

To: Deans and Directors, PESB-Approved Educator Preparation Programs

From: Jennifer Wallace, Executive Director, PESB

Date: March 2, 2017

RE: Update: Transition to National Standards

Greetings! We've heard a bit of confusion from the field on this topic, thus the goal of this memo is to attempt to provide clarity. As I am hoping you are aware, for the last four years, th has been transitioning towards the use of national standards for program review and endorsement competencies. This has been a long, deliberate process that was initially prompted by assessments aligned with Common Core State Standards (CCSS) in 2013. In May 2013, the Board acted to select National Evaluation Series (NES) exams for not only endorsements transition other endorsements as possible / available to NES. . Since then other endorsement areas have moved to using the NES tests which are constructed using national standards. Board a number of re-approval forms for their endorsement programs, reflecting the updated competencies and how they were addressing the changes.

As the Indicator Based Program Review model (IBPR) has been growing and developing, PESB staff have continued the conversation related to transitioning endorsement competencie [2016, tab 5](#)). A timeline was included with that tab for transitioning from Standard 5 to national standards (InTASC) regarding programs and endorsement competencies. The intention of organizations and associations allowing for greater clarity and ease regarding reciprocity, and to minimize competing and conflicting expectations between state-developed and national programs this shift, but no official action has been taken by the Board pending adoption of WAC 181-78A Approval Standards for Preparation Programs. Rather than adopting particular : manner, staff will be presenting the revised and amended WAC to the Board in May for consideration, and for action at the July PESB meeting. At that point, all relevant changes in know competencies will be transferred to the appropriate national standards, if national standards for that endorsement exist. Endorsements without relevant national standards will continue i competencies. These changes will then be reflected on the PESB website. An update on this transition will be presented at the PESB March 23-24 meeting.

<http://assessment.pesb.wa.gov/content/weste/nes-timeline>

[PESB HOME](#)

[EDUCATOR PATHWAYS](#)

[ASSESSMENTS](#)

[PESB ANNUAL REPORT](#)

[PROGRAM EFFECTIVENESS & POLICY](#)

[HOME](#)

[BACK TO PESB](#)

[BASIC SKILLS](#)

[CONTENT KNOWLEDGE](#)

[PERFORMANCE
ASSESSMENTS](#)

[PROFESSIONAL](#)

[SITMAP](#)

WEST and NES Information

Endorsements	WEST-E or NES?	NES Implementation Date
Mathematics	NES	Sept. 1, 2014
Middle Level Mathematics	NES	Sept. 1, 2014
Eng. Lang. Arts	NES	Sept. 1, 2014
Reading	NES	Sept. 1, 2014
Middle Level Humanities	WEST-E	N/A
Elementary Education	NES	Sept. 1, 2014
Early Childhood	NES	Sept. 1, 2014
Science	NES	Sept. 1, 2016
Biology	NES	Sept. 1, 2016
Chemistry	NES	Sept. 1, 2016
Earth and Space	NES	Sept. 1, 2016
Physics	NES	Sept. 1, 2016
Middle Level Science	NES	Sept. 1, 2016
History	WEST-E	N/A
Social studies	WEST-E	N/A
Health/Fitness	WEST-E	N/A
Visual Arts	WEST-E	Sept. 1, 2016
Theater Arts	WEST-E	N/A
Dance	WEST-E	N/A
Choral Music	WEST-E	N/A
Instrumental Music	WEST-E	N/A

PEABs / PE-ABs

Current WAC – one per each role-based program

Anticipated continued growth in # of programs – current funding model not sustainable

Alternatives

- One PEAB per institution
- Reduced funding

Also -

IBPR Stakeholder Group - Begin Considering Role of PEABs in annual data reviews, self-assessment (intervention 1)

QUESTIONS?

- All follow same timeline and process – this should be VERY FAMILIAR by now
- May – May Cycle
 - Proposed data manual (based on standards / indicators / fed requirements)
 - May – Board go-no-go on developing manual – if go, staff are charged. This is program opportunity to provide input on “why” of this manual.
 - Data group begins work – measurable and implementable. Their discussion is NOT rationale for manual / collection.
 - Concerns re: scope of emerging manual should be directed to ED and Board. Staff focus is “how” not “should we”
 - April 15th – vetting of proposed manual until May Board meeting
 - May Board meeting – will Board collect? Programs give feedback to Board on whether / why.

Roles and Responsibilities During Data Cycle	May – Year 1 Should we? Why?	June – April If Yes – how?	May – Year 2 Start collecting?	June If Yes – reporting guidance provided	Timing varies – specified in reporting guidance
Board	Approve / disapprove proposed data manual to be developed		Proposed completed manual for Board approval and proposal for beginning collection		
PESB Staff	Present proposed collection to Board	PESB staff charged by Board to develop manual for potential approval by Board the following May.	Present completed manual to Board	PESB staff charged by Board to provide guidance for programs	
WACTE / Program Leadership and/or Representatives	Provide Board feedback on proposal (Board particularly interested in leadership and consensus feedback)	Opportunity for institutions to designate data administrators to work with PESB staff to define data elements in manual	Provide Board feedback on proposal (Board particularly interested in leadership and consensus feedback)	Programs must begin data collections in compliance with Standard II.	Institutions submit data reports populated by elements in approved data manuals
Data Administrators		Work with PESB staff to define data elements in manual – not DETERMINE elements.		Opportunity for data administrators to shape guidance document – not WHETHER to collect	

Your opportunity for feedback of proposed collection important because once approved:

Standard 2 - Accountability and Program Improvement

(2) Each approved education preparation program shall collect and report data in accordance with the data manuals adopted by the Professional Educator Standards Board.

Concern – still have programs not collecting data in manuals and not submitting requested reports

Concern this will adversely affect programs when IBPR implemented, particularly if not migrating to ERDC

Next steps:

- PESB staff meet with programs unsuccessful in this year's reporting requirements
- ID assistance
- Beginning with next year's reporting, pilot intervention
 - letter of concern
 - Intervention / assistance

- Computer science at elementary level?
- Pathways for adding endorsements
- Discontinue program-based admin pro cert
- School counselor pro cert options
- IBPR back on timeline toward full implementation
- “badging” pilot
- Highline community college – form 3