



UPDATES FROM THE PROFESSIONAL EDUCATOR STANDARDS BOARD

Alexandra Manuel, Executive Director

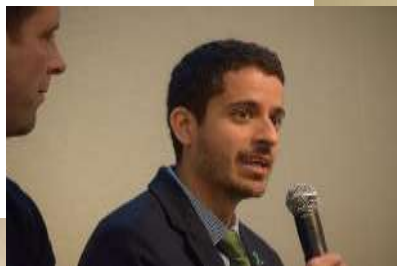
Maren Johnson, Associate Director, Preparation and Credentialing

January 28, 2021

THANK YOU



Thank you for providing feedback, offering voice, caring about this work and supporting our strategic plan



2021-25 STRATEGIC PLAN



OUR MISSION

To strengthen the educator workforce through professional standards, policy, and innovation.

OUR VISION

An equity-minded educator workforce that facilitates learning and growth for each and every student.

OUR VALUES

Our agency values serve as a compass to guide our work.

- Educator voice
- Diversity, equity, and inclusion
- Educator excellence for student success
- Community engagement
- Learning and innovation

OUR STRATEGIC PRIORITIES

Our values are further explored and supported with six broad strategic priorities. These priorities provide focused approaches to achieving our goals and influence the agency's culture, norms, and behaviors.

- Center the perspectives and experiences of practicing educators.
- Advance equity in the preparation and practices of educators.
- Foster and strengthen shared decision making through inclusive partnerships.
- Use data and research to make informed decisions.
- Prioritize initiatives that advance racial justice in education.
- Engage and educate the public about policy efforts to innovate, improve, and respond to Washington's education system.

GOALS

Our strategic goals have been aligned across the five areas of the continuum to identify and address gaps, challenges, and opportunities in and outside of our policy work.



ACCESS AND IDENTIFY

Goal 1: Washington's educator candidates have multiple pathways to explore and access a career in education.

Goal 2: Washington's educator candidates reflect the demographics of our student population.

PREPARATION

Goal 3: Educators are prepared with the knowledge, skills, dispositions, and cultural responsiveness to facilitate learning for all students.

PLACEMENT

Goal 4: All educators are appropriately credentialed for their assignment.

RETENTION

Goal 5: Educators continue in the profession.

GROWTH AND TRANSITION

Goal 6: Educators have multiple opportunities for learning and growth that best support their career goals.

COMMITMENT TO CENTERING DIVERSITY, EQUITY, AND INCLUSION

Student success can only be supported if we are steadfast in our pursuit of diversity, equity, and inclusion in Washington's education system. **Our Boards commit to:**

- Honoring the breadth and diversity of the people and educators in Washington
- Investing our financial, programmatic, and informational resources equitably
- Recognizing that listening to all voices is not enough - we must center marginalized voices and act on what we hear
- Deepening our partnerships with the broader educational community to maximize impact for educators and students
- Holding ourselves accountable for dismantling racism and oppression within our workplace and within Washington's education system



EXTERNAL: NEXT STEPS



SHARE OUT OUR PLAN

SHARE OUT THE STRATEGIC PLAN TO ORGANIZATIONS AND STAKEHOLDERS ACROSS THE STATE

01

WEBSITE MONITORING THE PLAN GOALS

THE WEBSITE WILL FEATURE KEY PERFORMANCE INDICATORS AND OTHER DATA ALIGNED TO THE PLAN

02

ANNUAL PROGRESS REPORT

ANNUAL SNAPSHOT OF AGENCY WORK AND PROGRESS ALIGNED WITH THE PLAN

03

LEGISLATIVE REQUESTS AND PRIORITIES



Flexibility in the preparation of educators.

Expand equity-minded professional learning to support student needs.

Invest in strategies to diversify the educator workforce and address shortages.





The Professional Educator Standards Board 2021 LEGISLATIVE AGENDA

As the independent agency responsible for overseeing Washington's educator workforce, the Professional Educator Standards Board (PESB) works to ensure all students learn from well-trained, equity-minded, professional educators. Guided by the expertise of two governing boards, PESB supports this vision through innovative policies that strengthen educator quality, support workforce development, and expand equitable pathways into the profession.

Educators play a critical role in a student's academic journey. As such, educators can change lives and impact the trajectory of the students, families, and communities they serve.

The Professional Educator Standards Board and the Paraeducator Board support legislation and policies that respond to the following priorities:

Increase flexibility in the preparation of educators

- Reduce barriers to certification through a streamlined educator assessment system.
- Expand opportunities for paraeducators to pursue careers in teaching.
- Increase preparation program completion rates among candidates of color.
- Strengthen student teaching through a residency model that prioritizes workforce needs.
- Prioritize preparation program design to respond to workforce shortages.
- Integrate emerging student success strategies, such as Social Emotional Learning, into educator preparation.

Expand equity-minded professional learning to support student needs

- Increase professional development opportunities for paraeducators to meet the needs of the state's most vulnerable students and effectively engage families.
- Ensure educator professional learning includes anti-racist and socially-iterate standards.
- Provide affordable broadband to rural and suburban communities through public school investments.
- Expand technology training that equips educators as proficient digital navigators to support students and families with distance learning and minimize the opportunity gaps.

Invest in strategies to diversify the workforce and address shortages

- Scale "Grow Your Own" programs, such as Recruiting Washington Teachers and Alternative Routes, to improve teacher recruitment and retention in the workforce.
- Support students of color and low-income students to meet college admission requirements through dual credit and college preparatory coursework.
- Incentivize career changers with subject expertise to enter the educator profession.
- Reduce educator turn-over rates with effective, equity-centered HR practices.

Contact information

Alexandra Manuel, Executive Director Email: pesb@k12.wa.us
Marie Sullivan, Legislative consultant
Laurie Weidner, Legislative & policy liaison

The Professional Educator Standards Board | www.pesb.wa.gov

Agency Overview

THE PROFESSIONAL EDUCATOR STANDARDS BOARD AGENCY OVERVIEW



EDUCATOR QUALITY

- Overseeing licensure and continuing education policy for all educator roles in the state.
- Ensuring preparation programs create qualified professional educators by overseeing approval and review for all programs across the state.
- Encouraging educators to participate in professional learning opportunities, including continuing education for certificate renewal, clock hours, professional growth plans, and optional second tier licensure.
- Establishing minimum employment requirements for all Washington paraeducators.
- Supporting paraeducators by designing and implementing professional standards of practice, a professional development certificate program, and pathways to become a teacher.

WORKFORCE DEVELOPMENT AND DIVERSITY

- Diversifying and expanding the educator workforce by ensuring access to the profession, supporting and overseeing programs and initiatives like Grow Your Own, Recruiting Washington Teachers, and Alternative Routes to Certification.
- Responding to district workforce needs, including addressing shortage areas and supporting Human Resource (HR) offices in educator retention and recruitment.
- Building a workforce that is culturally responsive. Cultural competency standards guide the development of cultural responsiveness in Washington's educators. Competencies in civil rights, anti-bias, and teaching effectiveness in culturally diverse populations are included at each stage of the educator continuum.

POLICY INNOVATION

- Investigating barriers, inequities and disparities within the education system and offering recommendations for solutions based on research and stakeholder engagement.
- Prioritizing an equity lens in all that we do by identifying innovative opportunities to improve policy on access, preparation effectiveness, continuing education, educator quality and educator diversity.

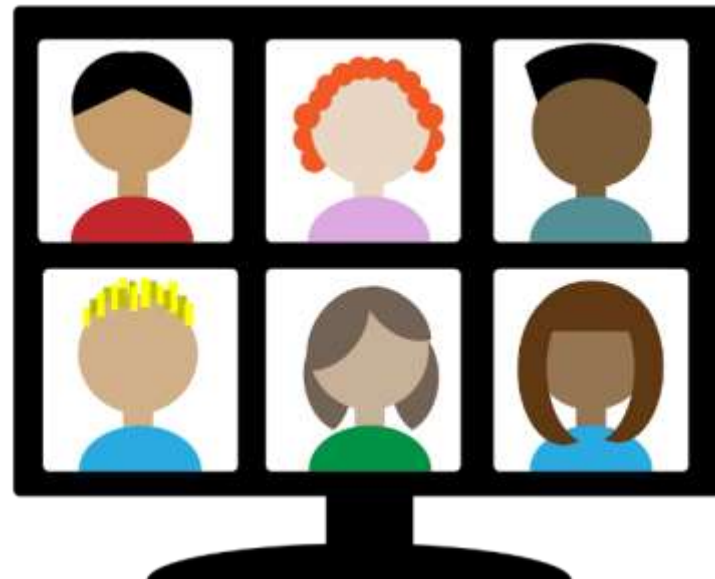


FUTURE DEI SUMMIT - GRANTEE EDITION



Learning with and from the community

- Share learning, best practices and opportunities to advance DEI
- Prioritize partners and community agencies for attendance
- Demonstrate vision and how we want to measure impact for advancing equity
- Examine learning as a result of operating in new ways due to COVID
- Launch new strand of Advancing Equity focused on learnings and recommendations from the Professional Growth work group



TEACHWA.ORG



TeachWA is an informative recruitment tool designed for future educators as they navigate their journey into the profession.

- Articulate pathway options into the profession
- Dispel misperceptions
- Cultivate an interest in teaching



THE IMPERATIVE: EDUCATOR SHORTAGE

A diverse teacher workforce is necessary for **all students**

Emergency rules issued yesterday to extend dates for emergency certificates



- On Wednesday, Jan. 27, PESB issued emergency rules extending the dates for recommendation of emergency certificates
- Extending emergency certificates allows increased flexibility for candidates and programs
- Testing centers are open at reduced capacity to allow for social distancing. [Online proctoring](#) is available for many assessments.

PESB FAQ on emergency certificates: <http://bit.ly/2YjjiF1>

Dates for emergency certificates extended



Key changes:

- Programs may recommend for a first emergency certificate through December 31, 2021.
- Programs may recommend for a second emergency certificate through June 30, 2022.
- Candidates recommended for an emergency certificate may apply no later than December 31, 2022.

PESB FAQ on emergency certificates: <http://bit.ly/2YjjiF1>

EMERGENCY CERTIFICATES



- Programs may recommend candidates for a one-year emergency certificate if the candidate has completed all program requirements with the exception of one or more of the assessment requirements.
- A teacher can practice with this certificate anywhere in Washington State as it is not district specific.
- Once a candidate with an emergency certificate meets all requirements for a residency certificate, they can be recommended for a residency certificate

PESB FAQ on emergency certificates: <http://bit.ly/2YjjiF1>

EDTPA 2.0 LISTENING TOUR

Reimagining performance assessment policy



Short term

Acknowledging individual differences within assessment system:
edTPA multiple measures review

Culturally responsive practices in performance assessment: **edTPA 2.0**

Long term



MULTIPLE MEASURES PILOT



REDUCE BARRIERS

Reduce barriers and allow for more equitable pathways into the teaching profession.

INCREASE FLEXIBILITY

Greater flexibility for educator candidates to meet the edTPA requirement.

HIGH STANDARDS

Maintain high standards to ensure candidates are prepared to meet student needs.

Multiple Measures Pilot

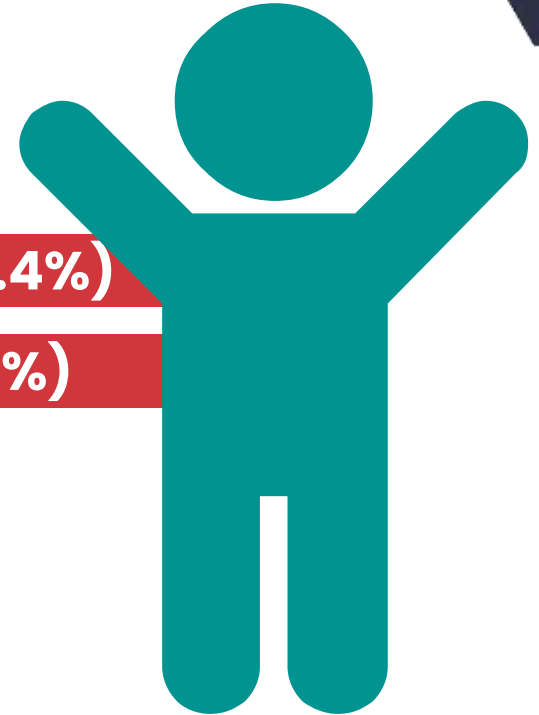


26

Program providers are participating in the Multiple Measures pilot.

26 candidates of color (27.4%)

69 white candidates (72.6%)



August through November, 2020

EVIDENCE REVIEW



Number of candidates for whom this was the primary type of evidence reviewed

Observation of practice	Evidence submitted by the candidate	Coursework	Other measures	Two or more types of evidence
63	31	36	59	89

Other measures

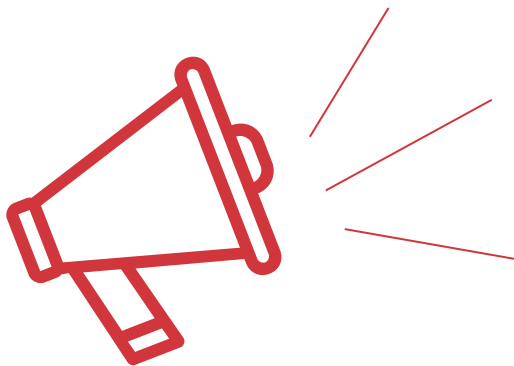
- Evaluations from supervisors/mentors
- GPA
- Candidate reflections
- Disposition or ethics rubrics
- Tools developed by preparation programs.

MULTIPLE MEASURES PILOT



Thank you so much! ...It feels so good to get validation for the work I have put into the edTPA.

It was very well received and liked by department faculty and staff. Felt like we were able to truly assess quality teachers on a deeper level by looking at the holistic view, not just the edTPA results.



I am a single mother and I could not afford to retake edTPA more than once. The multiple measures process took that burden off of my shoulders.

CASE-BY-CASE EXCEPTIONS



- Candidates take the content knowledge assessment once
- Case-by-case exceptions may not be used for test-only endorsements
- Candidates must meet all other requirements
- Preparation programs must follow review committee and alternative evidence requirements

Guidance: <http://bit.ly/3pr6SqN>



"With this [policy], I will be granted the opportunity to not let a test define if I am qualified to be a teacher. I can show in other ways that I know these content areas, and prove that I am a good teacher and qualified to do so."

-Alex Castro-Wilson

QUESTIONS



Contact us:

pesb@k12.wa.us

Alexandra Manuel

alexandra.manuel@k12.wa.us

Maren Johnson

maren.johnson@k12.wa.us