

WACTE Responses re the Common Core: September 2013

Institution	Question #1: <i>What is the goal of your state's work to align teacher preparation institutions with the Common Core and aligned assessments? What would you like to achieve?</i>	Question #2: <i>What work, if any, has your state undertaken regarding alignment of teacher preparation institutions with the Common Core and aligned assessments?</i>	Question #3: <i>What structures, routines, tools, or engagement efforts are you using to approach this work? For example, which stakeholders are you engaging? What structures (advisory councils, etc.) exist to help carry out the work?</i>
Central Washington University - Connie Lambert - Gary Ballou	The main goal of our state's work (through PESB, the Professional Educator Standards Board) is to align endorsement competencies with CCSS. Endorsement programs are working on providing the PESB with documentation regarding how CCSS are being included into preparation programs.	The PESB and OSPI are concentrating on K-12's adoption of CCSS and TPEP (Teacher/Principal Evaluation Project) with higher education working to align endorsement competencies with CCSS.	CWU is working with ESD 105 (Yakima) to provide professional development to our field supervisors in the areas of CCSS and TPEP. We will also explore how this information can be provided to student teachers using technology (webinar, DE and so forth). In addition, field supervisors are directed to OSPI's web site for a plethora of resources regarding CCSS.
Evergreen State College -Sherry Walton	<p>PESB is in the process of aligning teaching endorsements with the CCSS. Those alignments will probably also affect the content of the required WEST B and WEST E tests. No doubt, they will also affect Standard 5 criteria at some point, thus impacting program accreditation reviews.</p> <p>Teacher education programs are reassessing their coursework and programs to meet the new endorsement criteria.</p>	<p>OSPI delineated a roll-out of the standards, including assessment; districts are implementing in various ways. As soon as we were informed about the adoption and roll-out of CCSS, without outside financial support our program began actively involving teacher candidates and faculty in ensuring that candidates are aware of the CCSS and prepared to help their future candidates meet expectations, including</p> <ul style="list-style-type: none"> ➤ conducting self-assessment of candidates on CCSS during 1st quarter in program ➤ expecting candidates to align lesson plans to CCSS ➤ incorporating CCSS into student teacher evaluation rubric 	<p>The director of the program and some faculty are working directly with school districts to help teachers understand the content of the standards, implications for instruction, and the nature of the assessments.</p> <p>We are also involving our program advisory board members (PEAB) in discussions about how their schools are implementing CCSS and their advice for the program.</p> <p>Our candidates and recent alumni report that they feel quite prepared and knowledgeable about CCSS as they participate in district trainings and professional conversations.</p>

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Heritage University - Corrine McGuigan ESD 105 - Cathy Beneditti	<p>Our goal with our CCSS Grant with Heritage University and ESD 105 is to have an academic focus on ELA and Math across disciplines in order to deepen subject matter knowledge, and use the state academic content standards to teach more effectively, as well as help administrators gain instructional leadership skills in the CCSS arena. The ESD is partnering with the instructors in the HU105 Grant and English and Math Professor to work together in the schools.</p>	<p>The ESD and Heritage University are partnering in grant from the Student Achievement Council—3Cs—Common Core Collaboration to serve districts in three geographical areas. This shoulder-to-shoulder work with the University, the ESD, and school districts will include aligning instructional materials, creating aligned lessons, and building formative assessments.</p>	<ol style="list-style-type: none"> a. School Districts, including administrators, teachers, and paraprofessionals as well as counselors. b. Heritage University Associate Dean, Professors of English and Math c. ESD Literacy, Math, and ELL Coordinators to facilitate the work.
Pacific Lutheran University - Frank Kline	<p>The main goal of our state's work (i.e. PESB) is to align endorsement competencies with CCSS.</p>	<ul style="list-style-type: none"> • We are participating as a subcontractor with Clover Park SD to provide in-service around CCSS for their teachers. • PESB has also convened committees of various stakeholders including: K-12 teachers, content experts, and higher education faculty and administrators for the purposes of aligning endorsement competencies with CCSS. 	<p>We are working with our PEAB, with various local district personnel, content area experts from our College of Arts and Sciences, as well as appropriate faculty from the Education Department.</p>

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UW, Tacoma - Karen Landenburger		UW Tacoma has a 21 st Century Professional Development Grant to work with high need school districts in implementation of the Common Core Standards. In doing so the project will have lasting impact on UW Tacoma's teacher certification, principal preparation and the English language learner endorsement programs. The PI and senior grant personnel of the project are key faculty members in the UWT K-8 dual track TELL certification program.	The grant instructional personnel will use the CCSS-based professional development materials in all of their classes. In addition, key faculty of the principal preparation program, will work with the project team to develop TPEP Marzano Teacher Evaluation Model and TPEP Marzano Principal Evaluation Model. The knowledge gained will be included in many educational administration courses.

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WA State University - Mike Trevisan	<p>PESB has indicated that they will realign the standards for teacher preparation with the Common Core. We are unaware as to when that work will be completed. Washington State University faculty began using the Common Core in their teacher preparation courses in the 2012-2013 academic year. We are solidifying that work in 2013-2014. We would like to see (a) the state come out with a very clear set of standards and resources on the OSPI webpages so that teacher candidates can easily locate and utilize standards from state resources instead of having to go to the national website for Common Core; (b) clear language on the website that indicates that students in disciplines other than ELA and mathematics (and soon science) must be aware of the cross-disciplinary nature of the standards and that they must be able to use them; and (c) that the standards for teacher preparation also reflect inclusion of the Common Core and clear alignment to those standards.</p>	<p>We at WSU are not aware of workshops developed for teacher preparation. Aside from visits from Bill Moore in talking about College and Career Readiness, we have not received information from the state regarding what we must do except for what was noted above (#1). The state appears to have focused on K-12 preparation for Common Core implementation. Faculty at our institution have been reading the resources provided by the CCSSO Common Core website and other sites such as ReadyWA.org, AACTE, ASCD, IRA, etc. This fall, faculty are more systematically approaching the Common Core in their program meetings and are developing their own workshops to support knowledge development.</p>	<p>WSU began conversation with our stakeholders on the Professional Education Advisory Board a year ago to determine what types of changes they were undergoing. At that time, implementation or readiness for implementation varied greatly by district. Recognizing what was coming, we began making faculty aware of the Common Core last fall. Supervisors have reported back to us the level of comfort of our candidates at discussing and using the Common Core and we are making adjustments within our programs to ensure our students have stronger preparation in this area.</p>

Other related web resources:

[Washington's K-12 Report Card](#)

[Washington Educator Skills Test Endorsements WEST E\)](#)

[Washington Education Skills Test Basic \(WEST B\)](#)