

# Chapter 181-78A WAC

## APPROVAL STANDARDS FOR PERFORMANCE-BASED PREPARATION PROGRAMS FOR TEACHERS, ADMINISTRATORS, AND EDUCATIONAL STAFF ASSOCIATES

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- 181-78A-200 Basic skills. [WSR 06-02-051, recodified as § 181-78A-200, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-200, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-200, filed 12/23/98, effective 1/23/99.] Repealed by WSR 11-01-047, filed 12/7/10, effective 1/7/11. Statutory Authority: RCW 28A.410.210.
- 181-78A-310 Program approval—Teachers, collaboration with K-12 schools. [Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-310, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-310, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-310, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-310, filed 12/23/98, effective 1/23/99.] Repealed by WSR 13-20-032, filed 9/24/13, effective 10/25/13. Statutory Authority: RCW 28A.410.210.
- 181-78A-315 Program approval requirement—Field experience for school counselors. [WSR 06-02-051, recodified as § 181-78A-315, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-315, filed 12/23/98, effective 1/23/99.] Repealed by WSR 10-17-029, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468].
- 181-78A-317 Program approval requirement—Field experience for school psychologists. [WSR 06-02-051, recodified as § 181-78A-317, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-317, filed 12/23/98, effective 1/23/99.] Repealed by WSR 10-17-029, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468].
- 181-78A-319 Program approval requirement—Field experience for school social workers. [Statutory Authority: RCW 28A.410.210. WSR 07-19-059, § 181-78A-319, filed 9/14/07, effective 10/15/07. WSR 06-02-051, recodified as § 181-78A-319, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 05-15-022, § 180-78A-319, filed 7/7/05, effective 8/7/05; WSR 04-21-038, § 180-78A-319, filed 10/15/04, effective 11/15/04.] Repealed by WSR 10-17-029, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468].
- 181-78A-325 Program approval requirement—Field experience for all administrators. [Statutory Authority: RCW 28A.410.210 and 2009 legislative budget reductions. WSR 09-20-093, § 181-78A-325, filed 10/6/09, effective 11/6/09. Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-325, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-325, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-325, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-325, filed 12/23/98, effective 1/23/99.] Repealed by WSR 10-17-029, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468].
- 181-78A-505 Overview—Teacher professional certificate program. [Statutory Authority: RCW 28A.410.210. WSR 07-04-004, § 181-78A-505, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-505, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-505, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 [28A.410.010]. WSR 05-15-054, § 180-78A-505, filed 7/12/05, effective 8/12/05. Statutory Authority: RCW 28A.210.160. WSR 03-23-037, § 180-78A-505, filed 11/12/03, effective 12/13/03. Statutory Authority: RCW 28A.410.010. WSR 03-04-025, § 180-78A-505, filed 1/27/03, effective 2/27/03. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-505, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010. WSR 02-14-111, § 180-78A-505, filed 7/2/02, effective

8/2/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-505, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-505, filed 12/23/98, effective 1/23/99.] Repealed by WSR 09-22-023, filed 10/26/09, effective 12/1/11. Statutory Authority: RCW 28A.410.210.

## GENERAL

**WAC 181-78A-003 Authority.** The authority for this chapter is RCW 28A.410.210 (1) through (4) which authorizes the professional educator standards board to approve and disapprove educator preparation programs in institutions of higher education in Washington state.

[Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-003, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-003, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-003, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-003, filed 2/5/97, effective 3/8/97.]

**WAC 181-78A-005 Purpose.** In order to support the successful implementation of Washington's ongoing public school reform and improvement policies, the professional educator standards board is establishing a performance-based preparation system for educators. The intent of the performance-based preparation system is to ensure that educators can demonstrate a positive impact on student learning as the foundation for preparing students to participate effectively in a diverse and democratic society. This chapter establishes the procedures, standards, and criteria to be used in the development and approval of preparation programs offered by approved preparation programs in Washington state leading to teacher, administrator, and educational staff associates certification. These rules establish a performance-based preparation system for educators that supports the Improvement of Student Achievement Act of 1993 (ESHB 1209) which will enable educators to implement the Washington state student learning goals and essential academic learning requirements.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-005, filed 12/7/10, effective 1/7/11; WSR 06-14-010, § 181-78A-005, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-005, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-005, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-005, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-005, filed 2/5/97, effective 3/8/97.]

**WAC 181-78A-007 Minimum state standards.** All state standards prescribed in this chapter for the approval of professional preparation programs are minimal standards for state approval. Where allowed programs may and are encouraged to develop program standards which exceed the minimums herein prescribed.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-007, filed 12/7/10, effective 1/7/11. WSR 06-02-051, recodified as § 181-78A-007, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-007, filed 2/5/97, effective 3/8/97.]

**WAC 181-78A-010 Definition of terms.** The following definitions shall be used in this chapter:

(1) "College or university" means any regionally accredited baccalaureate degree granting Washington institution of higher learning or cooperative group of such institutions which has or develops programs of preparation in education which are submitted to the professional educator standards board for approval.

(2) "Endorsement" means a specification placed on a certificate to indicate the subject area, grade level, and/or specialization for which the individual is prepared to teach.

(3) "Interstate compact" means the contractual agreement among several states authorized by RCW 28A.690.010 and 28A.690.020 which facilitates interstate reciprocity.

(4) "Program approval" means the approval by the professional educator standards board of an educator preparation program within Washington state.

(5) "Field experience" means a sequence of learning experiences which occur in actual school settings or clinical or laboratory settings. Such learning experiences are related to specific program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.

(6) "Regionally accredited institution of higher education" means a community college, college, or university which is a candidate for accreditation or is accredited by one of the following regional accrediting bodies:

- (a) Middle States, Association of Colleges and Schools;
- (b) New England Association of Schools and Colleges;
- (c) North Central Association of Colleges and Schools;
- (d) Northwest Association of Schools and of Colleges and Universities;
- (e) Southern Association of Colleges and Schools;
- (f) Western Association of Schools and Colleges: Accrediting Commission for Junior and Senior Colleges.

(7) "Accredited institution of higher education," for purposes of credit on salary schedule per RCW 28A.415.024, means a regionally accredited institution of higher education, or a community college, college, or university, which is a candidate for accreditation or is accredited by the distance education and training council (DETC).

(8) "An approved performance-based educator preparation program" means a program that requires the candidate to demonstrate in multiple ways, over time, specific professional educator standards board required standards, criteria, knowledge and skills, including, where appropriate, evidence related to positive impact on student learning.

(9) "A positive impact on student learning" means that a teacher through instruction and assessment has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements: Provided, That teachers employed by private schools who are candidates for the professional teaching certificate shall document students' increased knowledge and/or demonstration of a skill or skills related to either:

- (a) The state goals or essential academic learning requirements; or
- (b) Such alternative learning goals as the private school has established.

(10) "Collaboration" (as used in WAC 181-78A-500 through 181-78A-540) means ongoing communication among the professional growth team members using a variety of formats (e.g., conferences, electronic mail, conference calls, etc.) to reach consensus regarding the content - Course work, experiences, competencies, knowledge and skills - Of the candidate's professional growth plan.

(11) "Professional growth team" for the purpose of professional certification, means a team comprised of the candidate for the professional certificate, a program administrator/designee, and a colleague/peer from the same professional role specified by the candidate.

(12) "Professional growth plan" means the document which identifies the specific competencies, knowledge, skills and experiences needed to meet the standards set forth in WAC 181-79A-207 and 181-78A-540.

(13) "Draft professional growth plan" means the document which identifies the specific competencies, knowledge, skills and experiences needed to meet the standards set forth in WAC 181-78A-540.

(14) "Culminating seminar" means that component of the approved professional certificate program in which the candidate for a professional certificate presents his/her final documentation and evidence of professional certificate level knowledge, skill and performance, and positive impact on student learning. The culminating seminar shall meet requirements set forth in WAC 181-78A-535(2).

[Statutory Authority: RCW 28A.410.210. WSR 12-18-004, § 181-78A-010, filed 8/23/12, effective 9/23/12; WSR 10-08-030, § 181-78A-010, filed 3/31/10, effective 12/1/11; WSR 09-22-023, § 181-78A-010, filed 10/26/09, effective 12/1/11; WSR 07-19-056, § 181-78A-010, filed 9/14/07, effective 10/15/07; WSR 06-14-010, § 181-78A-010, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-010, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.401.010 [28A.410.010]. WSR 04-21-038, § 180-78A-010, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-010, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 01-19-080, § 180-78A-010, filed 9/19/01, effective 10/20/01; WSR 00-03-049, § 180-78A-010, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-010, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.410.010 and 28A.305.130. WSR 98-01-025, § 180-78A-010, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-010, filed 2/5/97, effective 3/8/97.]

**WAC 181-78A-025 Program approval.** All programs leading to certification offered in Washington state to prepare teachers, principals, program administrators, superintendents, school counselors, school psychologists, and school social workers shall be approved pursuant to the requirements of this chapter.

[WSR 06-02-051, recodified as § 181-78A-025, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-025, filed 2/5/97, effective 3/8/97.]

## GENERAL APPROVAL PROVISIONS

**WAC 181-78A-100 Existing approved programs.** Chapter 181-78A WAC rules shall govern all policies related to programs upon adoption by the professional educator standards board, which shall provide assistance to programs in the revision of their existing programs.

(1) The professional educator standards board shall determine the schedule for such approval reviews and whether an on-site visit or other forms of documentation and validation shall be used for the purposes of granting approval under program approval standards. In determining the schedule for site visits, the board shall take into consideration the partnership agreement between the state and national accreditation organizations as such agreement relates to the accreditation cycle and allow CAEP accredited programs to follow the CAEP schedule for their review. Non-CAEP accredited programs shall have a review every five years. The professional educator standards board may require more frequent site visits at their discretion pursuant to WAC 181-78A-110(2). The professional educator standards board will not consider requests for site visit delays.

(2) Each institution shall submit its program for review when requested by the professional educator standards board to ensure that the program meets the state's program approval standards as follows:

(a) At least six months prior to a scheduled on-site visit, the institution shall submit an institutional report that provides evidence and narrative, as needed, that addresses how the program approval standards are met for each preparation program undergoing review. Evidence shall include such data and information from the annual data submissions required per WAC 181-78A-255(2) as have been designated by the professional educator standards board as evidence pertinent to the program approval process.

(b) The institutional report shall be reviewed by a team whose membership is composed of:

(i) One member of the professional educator standards board;

(ii) One peer institution representative;

(iii) One individual with assessment expertise;

(iv) Two K-12 practitioners with expertise related to the programs scheduled for review; and

(v) A site team chair who has completed state site chair training.

(c) Substitutions, drawn from (b)(i) through (iv) of this subsection, may be assigned when individuals are not available. Additions to the team shall be drawn from (b)(i) through (iv) of this subsection when necessary. The professional educator standards board liaison for that institution may be present, but shall not serve in an evaluative role. All members, including substitutes, shall be trained.

(d) Team membership may be reduced for regular continuing visits in which fewer than five standards are being reviewed, initial visits, and focus visits. At a minimum, the team must consist of two members of which one must be a member of the professional educator standards board.

(e) Members of a focus visit team shall, at a minimum, be comprised of one member who served on the on-site team and one member of the professional educator standards board.

(f) Members of the site team may be assigned to conduct an audit of a standard. The standard(s) to be audited during a site review will be determined by the professional educator standards board. The audit must be held during the same semester as the site team review. A site team member conducting an audit will not participate in site team meetings, and will not have a vote in site team decision beyond the stan-

dard being audited. The process for an audit shall be published by the professional educator standards board.

(g) The review of the off-site team shall identify additional evidence and clarifications that may be needed to provide adequate support for the institutional report.

(h) The report of the off-site team shall be submitted to the institution, which shall provide an addendum to the institutional report no later than five weeks preceding the on-site review.

(i) The on-site visit shall be conducted in compliance with the protocol and process adopted and published by the professional educator standards board. The team shall be comprised of members of the off-site review team whenever possible.

(j) The final site visit report and other appropriate documentation will be submitted to the professional educator standards board.

(k) Institutions may submit a reply to the report within two weeks following receipt of the report. The reply is limited to evidence that the review disregarded state standards, failed to follow state procedures for review, or failed to consider evidence that was available at the time of the review.

(l) In considering the report, the professional educator standards board may grant approval according to WAC 181-78A-110 and 181-78A-100(1).

(m) Institutions may request a hearing in instances where it disagrees with the professional educator standards board's decision. The hearing will be conducted through the office of administrative hearings by an administrative law judge per chapter 34.05 RCW. The institution seeking a hearing will provide a written request to the professional educator standards board in accordance with WAC 10-08-035.

(3) Institutions seeking Council for the Accreditation of Educator Preparation, Council for Accreditation of Counseling and Related Education Programs, and National Association of School Psychologist accreditation may request from the professional educator standards board approval for concurrent site visits which would utilize the same documentation with the exception of material submitted by the institution to the state for the professional education advisory boards and the accountability standards.

[Statutory Authority: RCW 28A.410.210. WSR 14-24-004, § 181-78A-100, filed 11/19/14, effective 12/20/14; WSR 14-12-018, § 181-78A-100, filed 5/23/14, effective 6/23/14; WSR 13-20-028, § 181-78A-100, filed 9/23/13, effective 10/24/13; WSR 12-23-023, § 181-78A-100, filed 11/13/12, effective 12/14/12; WSR 12-12-033, § 181-78A-100, filed 5/29/12, effective 6/29/12; WSR 12-02-028, § 181-78A-100, filed 12/28/11, effective 1/28/12; WSR 10-08-017, § 181-78A-100, filed 3/29/10, effective 4/29/10; WSR 08-16-005, § 181-78A-100, filed 7/23/08, effective 8/23/08; WSR 06-24-082, § 181-78A-100, filed 12/5/06, effective 1/5/07; WSR 06-14-010, § 181-78A-100, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-100, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 05-15-052, § 180-78A-100, filed 7/12/05, effective 8/12/05; WSR 05-04-056, § 180-78A-100, filed 1/28/05, effective 2/28/05; WSR 04-21-038, § 180-78A-100, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 04-04-090, § 180-78A-100, filed 2/3/04, effective 3/5/04; WSR 02-18-037, § 180-78A-100, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2). WSR 00-09-049, § 180-78A-100, filed 4/14/00, effective 5/15/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-100, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-105 Procedures for initial approval of an educator preparation program.** Each institution or organization desiring to establish a preparation program shall comply with the following:

(1) Submit a form declaring an intent to offer a new educator certification program.

(a) The declaration of intent will be posted on the professional educator standards board web site as public notice.

(b) The program will be contacted to begin the preproposal.

(2) Develop a written plan which addresses all preproposal components published by the professional educator standards board.

(a) Submit such plan to the designated official of the professional educator standards board for review and comment.

(b) After the designated official verifies the preproposal is complete, the preproposal will be brought to the professional educator standards board.

(3) The institution or organization may be granted approval for full proposal development or denied approval of the preproposal.

(a) If denied, the institution or organization may resubmit its plan based upon suggestions of the professional educator standards board.

(b) If the preproposal is approved, the institution or organization shall comply with the following:

(i) Establish the appropriate professional education advisory board pursuant to WAC 181-78A-205;

(ii) Develop with assistance of the professional education advisory board a written plan which addresses all final proposal components including:

(A) How the professional education advisory board was involved in program development, including a letter of support; and

(B) Letters of support from partner districts and/or agencies.

(iii) Present the written plan to the professional educator standards board.

(4) The program may be approved in a specific location(s) for a period of up to twenty-seven months following the beginning of instruction. The institution or organization shall notify the professional educator standards board when instruction has begun.

If approval is denied, the institution or organization may resubmit its plan based upon the suggestions of the professional educator standards board.

(5) Prior to the expiration of approval, staff of the professional educator standards board shall conduct a site visit to determine if the program is in full compliance with the program approval standards; provided that an institution with an approved residency principal program which adds an approved program administrator program is not required to have a site visit of the program administrator program until the next regularly scheduled site visit of that institution.

[Statutory Authority: RCW 28A.410.210, WSR 12-20-030, § 181-78A-105, filed 9/27/12, effective 10/28/12; WSR 11-15-049, § 181-78A-105, filed 7/15/11, effective 8/15/11; WSR 11-01-047, § 181-78A-105, filed 12/7/10, effective 1/7/11; WSR 10-08-015, § 181-78A-105, filed 3/29/10, effective 4/29/10; WSR 09-20-109, § 181-78A-105, filed 10/7/09, effective 11/7/09; WSR 06-24-082, § 181-78A-105, filed 12/5/06, effective 1/5/07; WSR 06-14-010, § 181-78A-105, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-105, filed 12/29/05, effective 1/1/06. Statutory

(11/19/14)

Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-105, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-110 Length of time for which program approval status shall be granted.** (1) Existing programs. Based upon review of the program site visit report and other documentation requested, and taking into consideration: The degree to which previously identified issues have been successfully addressed, the relationship and balance between program strengths and weaknesses, and the relative importance of specific unmet criteria to the overall function of the program, the professional educator standards board shall exercise professional judgment in taking one of the following actions:

(a) Limited, approval of up to one year in length. In issuing limited approval, and depending on the nature of evidence that must be considered to regain full approval, the board may specify the requirement of a:

(i) Focused-site visit related to unmet standards and recommendations; or

(ii) Written report, related to unmet standards and recommendations.

(b) Full approval of either:

(i) Five years; or

(ii) Seven years, per provisions of WAC 181-78A-100(6); or

(c) Disapproval (WAC 181-78A-115):

(i) A program with full five- or seven-year approval prior to the site visit shall not receive a disapproval rating, except under the provisions of subsection (3) of this section.

(ii) A program awarded a disapproval rating may request a hearing conducted through the office of administrative hearings under WAC 181-78A-100 (7)(g) and 10-08-035.

(2) New programs. All new programs shall be conditionally approved for up to twenty-seven months under WAC 181-78A-105.

(3) The professional educator standards board, upon receipt of a serious complaint from any source or upon its own initiative prompted by indications of the need for response, may at any time review all or any part of a preparation program for compliance with the provisions of this chapter. If deviations are found, the professional educator standards board is authorized to change the program's current approval status, including full disapproval.

[Statutory Authority: RCW 28A.410.210, WSR 13-20-028, § 181-78A-110, filed 9/23/13, effective 10/24/13; WSR 10-23-078, § 181-78A-110, filed 11/15/10, effective 12/16/10; WSR 06-24-082, § 181-78A-110, filed 12/5/06, effective 1/5/07; WSR 06-14-010, § 181-78A-110, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-110, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-110, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-110, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-115 Disapproved programs.** Approved preparation programs shall not lose official approval status until the professional educator standards board has taken final action to disapprove the preparation program pending the provisions under WAC 181-78A-110 (1)(d)(ii) programs shall be permitted to continue to prepare and recommend for certification candidates who have been

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previously admitted to the program, provided that no recommendations for certifications will be accepted later than thirty months following receipt of the formal notice of disapproval. Following the receipt of formal notice of disapproval, the program shall notify all currently enrolled candidates of the program's disapproval status.

[Statutory Authority: RCW 28A.410.210, WSR 10-23-078, § 181-78A-115, filed 11/15/10, effective 12/16/10; WSR 06-14-010, § 181-78A-115, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-115, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-115, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-120 Procedures for reestablishment of approval status for an educator preparation program.**

(1) The procedures for the reestablishment of professional educator standards board approval of a preparation program shall be the same as the procedure for initial approval as provided in WAC 181-78A-105, except that if the preparation program continues to operate pursuant to the probationary status provision of WAC 181-78A-115, the professional educator standards board may limit the content of the written plan required by WAC 181-78A-105(3) to program standards determined by the professional educator standards board to be the cause of the program's disapproved status.

(2) A disapproved program may submit a compliance agreement for review by the professional educator standards board. If the program submits an acceptable compliance agreement, the program may be granted permission to admit new candidates for a period of time not to exceed twelve calendar months from the date of disapproval. Compliance agreements, not to exceed ten pages, must document the following:

- (a) A work plan overview;
- (b) A timeline of work that has been and will be performed; and
- (c) A matrix that cross references components of the work plan with all unmet standards identified in the site visit report.

[Statutory Authority: RCW 28A.410.210, WSR 10-23-078, § 181-78A-120, filed 11/15/10, effective 12/16/10; WSR 06-14-010, § 181-78A-120, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-120, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-120, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-125 Field placement agreements.**

Beginning September 1, 2010, all educator preparation programs approved or authorized by the professional educator standards board or programs approved in other states operating field experiences in Washington state shall establish and maintain field placement agreements with all Washington school districts in which candidates are placed for field experiences leading to certification or endorsement.

Each field placement agreement shall include, but not be limited to:

- (1) Assurances that:
  - (a) Fingerprint and character clearance under RCW 28A.410.010 must be current at all times during the field experience for candidates who do not hold a valid Washington certificate; and

(b) Programs shall ensure candidates are placed in settings where they can be objectively evaluated.

(2) Qualifications of the proposed site supervisor for each site and qualifications of each school's cooperating educator/administrator;

(3) Clear description by institution of duties and responsibilities of site supervisor and cooperating educator/administrator;

- (4) Anticipated length and nature of field experience;
- (5) Signatures from district representative.

[Statutory Authority: RCW 28A.410.210, WSR 14-16-023, § 181-78A-125, filed 7/25/14, effective 8/25/14; WSR 11-23-073, § 181-78A-125, filed 11/15/11, effective 12/16/11; WSR 09-24-047, § 181-78A-125, filed 11/24/09, effective 12/25/09.]

**WAC 181-78A-130 Approval of preparation program offered by an out-of-state institution or organization within the state applicable to certification.**

No out-of-state institution or organization shall offer a program of courses within Washington state for purposes of Washington state certification without meeting all program approval requirements set forth in this chapter and those set forth in the Degree Authorization Act, chapter 28B.85 RCW where applicable.

[Statutory Authority: RCW 28A.410.210, WSR 11-01-047, § 181-78A-130, filed 12/7/10, effective 1/7/11. WSR 06-02-051, recodified as § 181-78A-130, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-130, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-132 Programs approved in other states operating field experiences in Washington state.**

State approved preparation programs at a regionally accredited college or university in the professional field for which certification is issued that wish to enroll candidates for certification or endorsement in a supervised field experience under WAC 181-78A-125 within Washington state shall comply with the following:

(1) Application for authorization. Each institution must submit a proposal that addresses components adopted and published by the professional educator standards board, including:

- (a) Verification of regional accreditation;
- (b) Verification of state approval;
- (c) Verification of higher education coordinating board approval (if offering degree program);
- (d) Planned certification or endorsement program;
- (e) Proposed start date;
- (f) Projected enrollment;
- (g) Data indicating need for program related to geographic location or nature of program offered;
- (h) Explanation of means by which program will ensure candidates have formalized learning opportunities rooted in Washington state standards.

(2) Field placement agreements. Institutions shall comply with requirements of WAC 181-78A-125.

(3) Institutions shall comply with applicable annual reporting requirements requested by the professional educator standards board. Failure to report any change in status as submitted under subsection (1)(a) through (h) of this section may result in a loss of authorization to operate field placements in Washington state.

(4) The professional educator standards board shall publish on its web site a list of those out-of-state programs approved to offer field experiences within Washington state.

(5) The professional educator standards board shall publish on its web site relevant program approval status information on the out-of-state program from the state in which the program is approved.

(6) Out-of-state institutions with candidates needing to arrange a supervised field experience within Washington state on an infrequent basis for a limited number of candidates may work with a professional educator standards board approved program to arrange a placement or may seek a waiver for the requirements of this section, except for subsection (2) of this section, from the professional educator standards board. Washington state approved programs facilitating field experience for out-of-state institutions will report annually to the professional educator standards board the name of the institution(s) and number of placements.

[Statutory Authority: RCW 28A.410.210, WSR 09-24-047, § 181-78A-132, filed 11/24/09, effective 12/25/09.]

**WAC 181-78A-136 Responsibilities of deans, directors, or other designated administrators.** Each institution or organization operating an approved preparation program shall require the dean, director, or other designee of the administrative unit required by WAC 181-78A-261(2) to coordinate the following responsibilities:

- (1) Formation of professional education advisory boards.
- (2) Management of operations and resources for each preparation program.
- (3) Filing of affidavits and reports required by this chapter and chapter 181-79A WAC.
- (4) Dissemination of information relative to initial and continuing certification procedures and requirements.
- (5) The application process for certification.
- (6) Establishing and administering a process to counsel and assist applicants in the processing of applications for certificates and endorsements thereon: Provided, That colleges and universities need not provide such assistance to applicants who have completed less than 15 quarter (10 semester) hours of coursework at the respective college or university.

[Statutory Authority: RCW 28A.410.210, WSR 11-01-047, § 181-78A-136, filed 12/7/10, effective 1/7/11; WSR 06-14-010, § 181-78A-136, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-136, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-136, filed 12/23/98, effective 1/23/99.]

## PROFESSIONAL EDUCATION ADVISORY BOARDS—GENERAL PROVISIONS

**WAC 181-78A-205 Required professional education advisory board.** Institutions and organizations seeking approval by the professional educator standards board as an approved preparation program, and in order to maintain such approval status, shall establish a professional education advisory board (PEAB) in accordance with the following:

(1) The program areas for which an institution or organization may seek approval and maintain an approved preparation program are:

- (a) Teacher.

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(b) Administrator.

(c) Educational staff associate (ESA), school counselor.

(d) Educational staff associate, school psychologist.

(2) An institution or organization may combine educational staff associate professional education advisory boards as long as one-half or more of the voting members are appointed by the associations representing the ESA roles involved and are divided equally among those roles.

(3) An institution or organization may have separate administrator professional education advisory boards for each administrator role as long as one-half or more of the voting members are appointed by the association representing the administrator role involved: Provided, That each administrator PEAB shall include at least one member appointed by the Association of Washington School Principals (AWSP), one appointed by the Washington Association of School Administrators (WASA), and one appointed by the Washington Federation of Independent Schools (WFIS).

(4) The failure of a designated organization, as specified in WAC 181-78A-209, to make appointments to the designated board, or to make such appointments in a timely manner, shall not cause the preparation program to lose its approval status.

[Statutory Authority: RCW 28A.410.210, WSR 12-02-028, § 181-78A-205, filed 12/28/11, effective 1/28/12; WSR 11-01-047, § 181-78A-205, filed 12/7/10, effective 1/7/11; WSR 09-20-110, § 181-78A-205, filed 10/7/09, effective 11/7/09; WSR 06-14-010, § 181-78A-205, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-205, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-205, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-207 Qualification to be appointed to an institution or organization professional education advisory board.** (1) Professional education advisory boards may authorize the appointment of additional representatives from other school districts or other public and private agencies as long as one-half or more of the members of the professional education advisory board consist of representatives who meet the qualifications of this subsection and who are from the role for which the professional education advisory board has responsibility.

(2) If any professional education advisory board receives a written request from other school districts or other public or private agencies for representation on such professional education advisory board, the current members of such professional education advisory board shall vote on such request at the next regular meeting of such board: Provided, That a program may elect to add private school representatives to a professional education advisory board without adding to the representation from the role for which the professional education advisory board has responsibility if the professional education advisory board authorizes such action by a majority vote.

[Statutory Authority: RCW 28A.410.210, WSR 11-01-047, § 181-78A-207, filed 12/7/10, effective 1/7/11; WSR 09-20-110, § 181-78A-207, filed 10/7/09, effective 11/7/09; WSR 07-04-004, § 181-78A-207, filed 1/24/07, effective 2/24/07. WSR 06-02-051, recodified as § 181-78A-207, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-207, filed 12/23/98, effective 1/23/99.]

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**WAC 181-78A-209 Professional education advisory boards—Membership.** The professional education advisory boards shall at a minimum consist of the following:

(1) **TEACHER.**

(a) One-half or more of the voting members shall be classroom teachers. All, but one, will be appointed by the president of the Washington Education Association. The remaining teacher shall be employed in a state-approved private school and appointed by the Washington Federation of Independent Schools.

(b) At least one principal appointed by the president of the Association of Washington School Principals.

(c) At least one school administrator appointed by the Washington Association of School Administrators.

(d) At least one educational staff associate (school counselor, school psychologist, school social worker, school nurse, school occupational therapist, school physical therapist, or school speech language pathologist or audiologist) appointed by the president of the individual's professional association.

(e) At least one institution or organization representative who may serve in a voting or nonvoting role.

(f) At programs where career and technical education programs are offered, one career and technical education director or career and technical education teacher, with expertise in one of the approved career and technical education programs at the institution or organization, appointed by the Washington Association of Vocational Administrators in cooperation with the institution or organization.

(2) **ADMINISTRATOR.**

(a) One-half or more of the voting members shall be administrators. One-half of these administrators shall be appointed by the president of the Washington Association of School Administrators. The remaining administrators shall be appointed by the president of the Association of Washington School Principals except one who shall be employed in an approved private school and appointed by the Washington Federation of Independent Schools.

(b) At least one or more classroom teachers appointed by the president of the Washington Education Association.

(c) At least one educational staff associate (school counselor, school psychologist, school social worker, school nurse, school occupational therapist, school physical therapist, or school speech language pathologist or audiologist) appointed by the president of the individual's professional association.

(d) At least one institution or organization representative who may serve in a voting or nonvoting role.

(3) **SCHOOL COUNSELOR.**

(a) At least one-half of the voting members shall be school counselors appointed by the president of the Washington School Counselors Association.

(b) At least one teacher appointed by the president of the Washington Education Association.

(c) At least one principal appointed by the Association of Washington School Principals.

(d) At least one administrator appointed by the Washington Association of School Administrators.

(e) At least one institution or organization representative who may serve in a voting or nonvoting role.

(4) **SCHOOL PSYCHOLOGIST.**

(a) At least one-half of the voting members shall be school psychologists appointed by the president of the Washington State Association of School Psychologists.

(b) At least one teacher appointed by the president of the Washington Education Association.

(c) At least one principal appointed by the Association of Washington School Principals.

(d) At least one administrator appointed by the Washington Association of School Administrators.

(e) At least one institution or organization representative who may serve in a voting or nonvoting role.

(5) **MEMBERSHIP APPOINTMENTS.** Applicable to all professional association appointments, if the professional association does not respond to the program's request for an appointment of a representative within sixty days of the receipt of the request, a program may appoint the representative of its choice in the role for which an appointment is being sought. If the program makes an appointment, it must notify the appropriate professional association within one week that the appointment has been made. If an association is unable to appoint a representative due to the geographic restriction of possible candidates, the PEAB will appoint an alternate to represent that association with their consent.

[Statutory Authority: RCW 28A.410.210. WSR 12-02-028, § 181-78A-209, filed 12/28/11, effective 1/28/12; WSR 11-01-047, § 181-78A-209, filed 12/7/10, effective 1/7/11; WSR 09-20-110, § 181-78A-209, filed 10/7/09, effective 11/7/09; WSR 07-04-004, § 181-78A-209, filed 1/24/07, effective 2/24/07. WSR 06-02-051, recodified as § 181-78A-209, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) through (4). WSR 02-04-018, § 180-78A-209, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.305.130 (1) and (2). WSR 01-03-151, § 180-78A-209, filed 1/24/01, effective 2/24/01; WSR 00-09-046, § 180-78A-209, filed 4/14/00, effective 5/15/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-209, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-210 Joint professional education advisory board.** Any two or more institutions and/or organizations may agree to have the same professional education advisory board for their respective preparation program at such institution or organization.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-210, filed 12/7/10, effective 1/7/11. WSR 06-02-051, recodified as § 181-78A-210, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.-130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-210, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-215 Substitute pay for members of professional education advisory boards.** Service on professional education advisory boards by certificated employees is deemed by the professional educator standards board as a committee formed for the purpose of furthering education within the state. Accordingly, the superintendent of public instruction, in conformance with the provisions of RCW 28A.300.035, shall make payments to school districts for needed substitutes.

[Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-215, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-215, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.-130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-215, filed 12/23/98, effective 1/23/99.]

## RESIDENCY CERTIFICATE PROGRAMS— PROGRAM APPROVAL STANDARDS—GENERAL

**WAC 181-78A-220 Program approval standards for approved preparation programs.** The program approval standards for approved preparation programs for teachers, administrators, and educational staff associates are as follows:

(1) **Professional education advisory boards:** The institution or organization, in compliance with the provisions of WAC 181-78A-250, has established and maintained a professional education advisory board to participate in and cooperate with the institution or organization on decisions related to the development, implementation, and revision of each preparation program—i.e., teacher, administrator, school counselor, and school psychologist.

(2) **Accountability:** Each institution or organization, in compliance with the provision of WAC 181-78A-255, has established a performance-based preparation program.

(3) **Unit governance and resources:** A separate school, department, or other administrative unit within the institution or organization, in compliance with the provision of WAC 181-78A-261, is responsible for providing the resources needed to develop and maintain quality preparation programs.

(4) **Program design:** Each institution or organization, in compliance with the provision of WAC 181-78A-264, is responsible for establishing a collaboratively developed approved preparation program that is based on a conceptual framework, current research and best practice that reflects the state's learning goals and essential academic learning requirements.

(5) **Knowledge and skills:** Each institution or organization, in compliance with the provision of WAC 181-78A-270, has established policies requiring all candidates for certification to know and demonstrate the content, pedagogical, and professional knowledge and skills required for the particular certificate and areas of endorsement, which reflect the state's learning goals and essential academic learning requirements, and are necessary to help all students learn.

[Statutory Authority: RCW 28A.410.210, WSR 13-03-155, § 181-78A-220, filed 1/23/13, effective 2/23/13; WSR 11-01-047, § 181-78A-220, filed 12/7/10, effective 1/7/11; WSR 06-14-010, § 181-78A-220, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-220, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) through (4), WSR 02-04-014, § 180-78A-220, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), WSR 99-23-023, § 180-78A-220, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-220, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-225 Acceptance of alternative standards.** (1) For a given program, the professional educator standards board may allow the substitution of the Council for Accreditation of Counseling and Related Education Program's (CACREP) or the National Association of School Psychologist's (NASP) standards for program approval standards for school counselor and school psychologist program approval (WAC 181-78A-220 (2) through (5)).

(2) The professional educator standards board may allow the substitution of national standards (e.g., the National

Council for Accreditation of Teacher Education (NCATE) teacher education standards) for program approval with any additions deemed necessary by the professional educator standards board. National standards may also be approved for programs in specific endorsement areas if they are deemed to be equivalent to state standards.

[Statutory Authority: RCW 28A.410.210, WSR 06-14-010, § 181-78A-225, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-225, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-225, filed 12/23/98, effective 1/23/99.]

## RESIDENCY CERTIFICATE PROGRAMS— SPECIFIC PROGRAM APPROVAL STANDARD— PROFESSIONAL EDUCATION ADVISORY BOARD

**WAC 181-78A-250 Approval standards professional education advisory board.** Building on the mission to prepare educators who demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 181-78A-220(1):

(1) The professional education advisory board has been established in accordance with WAC 181-78A-209.

(2) The professional education advisory board has adopted operating procedures and has met at least three times a year.

(3) The professional education advisory board has reviewed all program approval standards at least once every five years.

(4) The professional education advisory board annually has reviewed and analyzed data for the purposes of determining whether candidates have a positive impact on student learning and providing the institution with recommendations for programmatic change. This data may include, but not be limited to: Student surveys, follow-up studies, employment placement records, student performance portfolios, course evaluations, and summaries of performance on the pedagogy assessment for teacher candidates.

(5) The professional education advisory board has made recommendations when appropriate for program changes to the institution which must in turn consider and respond to the recommendations in writing in a timely fashion.

[Statutory Authority: RCW 28A.410.210, WSR 13-11-080, § 181-78A-250, filed 5/17/13, effective 6/17/13; WSR 09-20-110, § 181-78A-250, filed 10/7/09, effective 11/7/09; WSR 07-04-004, § 181-78A-250, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-250, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-250, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, WSR 03-19-020, § 180-78A-250, filed 9/5/03, effective 10/6/03. Statutory Authority: RCW 28A.305.130 and 28A.410.010, WSR 02-18-037, § 180-78A-250, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) through (4), WSR 01-13-106, § 180-78A-250, filed 6/20/01, effective 7/21/01. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-250, filed 12/23/98, effective 1/23/99.]

## RESIDENCY CERTIFICATE PROGRAMS— SPECIFIC PROGRAM APPROVAL STANDARD— ACCOUNTABILITY

**WAC 181-78A-255 Approval standard—Accountability.** Building on the mission to prepare educators who

demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 181-78A-220(2).

(1) Each approved program shall maintain a data system that exhibits:

- (a) Data structure;
- (b) Standards for security and access; and
- (c) Guidelines for data governance.

(2) Each approved education preparation program shall collect and report data in accordance with the data manuals adopted by the professional educator standards board.

[Statutory Authority: RCW 28A.410.210, WSR 14-23-082, § 181-78A-255, filed 11/19/14, effective 12/20/14; WSR 14-07-064, § 181-78A-255, filed 3/17/14, effective 4/17/14. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468], WSR 10-17-029, § 181-78A-255, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210, WSR 06-14-010, § 181-78A-255, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-255, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) through (4), WSR 02-04-014, § 180-78A-255, filed 1/24/02, effective 2/24/02; WSR 01-13-106, § 180-78A-255, filed 6/20/01, effective 7/21/01. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-255, filed 12/23/98, effective 1/23/99.]

#### **RESIDENCY CERTIFICATE PROGRAMS— SPECIFIC PROGRAM APPROVAL STANDARD— RESOURCES**

**WAC 181-78A-261 Approval standard—Program resources and governance.** Building on the mission to prepare educators who demonstrate a positive impact on student learning, the unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet state standards. The following evidence shall be evaluated to determine whether each preparation program is in compliance with the resources program approval standard of WAC 181-78A-220(3):

Program leadership, authority and budget

(1) A separate administrative unit is responsible for the composition and organization of the preparation program.

(a) An officially designated administrator is responsible for the management of operations and resources for the preparation program.

(b) Budgetary allocations are sufficient for the program to assure that candidates meet state standards.

Personnel

(2) The program has adequate personnel to promote teaching and learning.

(a) Workload policies allow program personnel to effectively perform their assigned responsibilities within the program.

(b) Specific program personnel are assigned the responsibility of advising applicants for certification and endorsements and for maintaining certification records.

(c) The program has adequate field supervisors and other support personnel.

Faculty qualifications and professional practices

[Ch. 181-78A WAC p. 10]

(3) Faculty are qualified and exemplify professional practices.

(a) Faculty are qualified for their assignments by virtue of education, experience and current understanding of research and best practices.

(b) Faculty exemplify professional practices in teaching.

Faculty performance and professional development

(4) The program systematically and comprehensively evaluates faculty performance and supports professional development.

(a) The faculty evaluate their own effectiveness in achieving program goals.

(b) The program evaluates faculty effectiveness in teaching and learning.

(c) The program provides opportunity for faculty to engage in professional development.

Program facilities and resources

(5) The program has adequate facilities and resources to promote teaching and learning.

(a) The program has the necessary classrooms, lab space, office space, and/or other facilities.

(b) The program has technology, library, curricular, and electronic information resources.

(c) The facilities support faculty and candidate use of technology.

[Statutory Authority: RCW 28A.410.210, WSR 10-23-028, § 181-78A-261, filed 11/8/10, effective 12/9/10; WSR 09-20-100, § 181-78A-261, filed 10/7/09, effective 11/7/09; WSR 06-14-010, § 181-78A-261, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-261, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) through (4), WSR 02-04-014, § 180-78A-261, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-261, filed 12/23/98, effective 1/23/99.]

#### **RESIDENCY CERTIFICATE PROGRAMS— SPECIFIC PROGRAM APPROVAL STANDARD— PROGRAM DESIGN**

**WAC 181-78A-264 Approval standard—Program design.** (1) Conceptual framework.

(a) The conceptual framework establishes the shared vision for the unit's efforts in preparing educators to work effectively in P-12 schools.

(b) The conceptual framework:

(i) Provides coherence among curriculum, instruction, field experiences, clinical practice, candidate assessment, and program evaluation;

(ii) Establishes the philosophy, purpose, goals, and standards of the program or unit;

(iii) Reflects renewing commitment to current research and best practices; and

(iv) Supports the state's goals for P-12 student learning and program approval Standard V.

(2) Transition elements.

(a) Programs recruit, admit, retain, and transition candidates to the field who meet program goals and state standards.

(b) Learner expectations for program requirements, progression, and completion are identified, published, and accessible.

(c) Faculty regularly review recruitment and retention data for effectiveness of program.

(i) Programs create, implement and communicate a recruitment and retention plan in response to data.

(ii) Programs annually report the data, the plan, and proposed modifications to the professional educator advisory board and other stakeholder groups supporting the program's efforts.

(iii) Program completers meet the state and partner districts' goals for increasing underrepresented populations in the workplace.

(iv) Program completers hold endorsements in shortage content areas identified by workforce data of the state and region.

(3) Field experiences and clinical practice.

(a) The program(s) and its school partners design, implement, and evaluate field experiences and clinical practices.

(b) Field experiences are integrated throughout the preparation program.

(i) Field experiences provide opportunity to plan, practice and reflect on methods of instruction and differentiation;

(ii) Field experiences provide opportunities to work with diverse communities and populations, e.g., racial and ethnic, low socioeconomic, and English language learners;

(iii) Faculty supervision, including on-site visits, will be provided on an on-going basis.

(c) Mentors are instructional leaders identified collaboratively with the partner school of district.

(i) Mentors and principals are provided with a set of internship expectations;

(ii) Mentors receive or provide evidence of training on mentoring of adult learners;

(iii) Mentors must be fully certificated school personnel and have a minimum of three years of professional experience in the role they are supervising;

(iv) Effectiveness of mentor preparation and communication are reviewed annually by faculty.

(d) All Washington educator preparation programs operating field experiences in Washington state shall establish and maintain field placement agreements with all Washington school districts in which candidates are placed for field experiences leading to certification or endorsement under WAC 181-78A-125.

(e) Entry and exit criteria and a process for mitigating concerns during clinical practice are provided for candidates and the mentor.

(f) Requirements for specific educator preparation programs.

(i) Teacher programs.

(A) Programs shall administer the teacher performance assessment adopted by the professional educator standards board to all candidates in a residency certificate program.

(B) Clinical practice (defined as supervised planning, instruction, and reflection) for teacher candidates should consist of no less than four hundred fifty hours in classroom settings.

(ii) School counselor programs.

(A) Candidates complete a supervised internship in the schools that includes a minimum of four hundred hours of on the job professional service and one hour per week of individual supervision provided by the mentor.

(B) Prior to the internship, the candidate will complete a faculty supervised practicum (a distinctly defined clinical experience intended to enable the candidate to develop basic counseling skills and integrate professional knowledge).

(iii) School psychology programs.

(A) Candidates complete a supervised internship in the schools that includes a minimum of one thousand two hundred hours of on the job professional service and one hour per week of individual supervision provided by the mentor.

(B) Prior to the internship, the candidate will complete a faculty supervised practicum (a distinctly defined clinical experience intended to enable the candidate to develop basic school psychology skills and integrate professional knowledge).

(iv) Administrator programs.

(A) The internship for administrators shall take place in an education setting serving under the general supervision of a certificated practitioner who is performing in the role for which certification is sought.

(B) Components of the required internship shall include demonstration by the candidate that he or she has the appropriate, specific relevant skills pursuant to WAC 181-78A-270.

(C) An approved preparation program for superintendents shall require an internship of at least three hundred sixty hours.

(D) An approved preparation program for principals shall require for those persons beginning their internship August 1, 2009, and after, an internship which requires practice as an intern during the full school year. A "full school year" shall mean five hundred forty hours of which at least one-half shall be during school hours, when students and/or staff are present: Provided further, That an approved preparation program for principals shall require an internship that shall include demonstration by the candidate that she or he has the appropriate, specific skills pursuant to the standards identified in WAC 181-78A-270(2) and meets, at minimum, the standards-based benchmarks approved and published by the professional educator standards board. The benchmarks may not be changed without prior professional educator standards board approval.

(4) Collaboration.

(a) Faculty within the program and unit collaborate for continuous program improvement.

(b) Faculty collaborate with content area specialists.

(c) Programs collaborate with P-12 schools to assess and respond to work force, student learning, and professional development needs.

(d) Faculty collaborate with members of the broader professional community.

(e) Faculty collaborate with members of under-represented populations for program improvement.

(5) Diversity in learning experiences.

(a) Candidates have significant interaction with diverse populations including colleagues, faculty, P-12 practitioners, and P-12 students and families.

(i) Candidates reflect on interactions with diverse populations in order to integrate professional growth in cultural competency as a habit of practice.

(ii) Candidates integrate their cultural and linguistic backgrounds into classroom activities in order to build the multicultural capacity of the preparation program cohort.

(b) Faculty model equity pedagogy through:

(i) Interaction with diverse populations;

(ii) Reflective practice on their own professional growth in cultural competency;

(iii) Culturally relevant communication and problem solving; and

(iv) Personalized instruction that addresses cultural and linguistic backgrounds.

[Statutory Authority: RCW 28A.410.210, WSR 14-23-068, § 181-78A-264, filed 11/18/14, effective 12/19/14; WSR 14-07-067, § 181-78A-264, filed 3/17/14, effective 4/17/14; WSR 12-02-028, § 181-78A-264, filed 12/28/11, effective 1/28/12. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468]. WSR 10-17-029, § 181-78A-264, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210, WSR 10-07-077, § 181-78A-264, filed 3/17/10, effective 4/17/10; WSR 06-14-010, § 181-78A-264, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-264, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, WSR 05-23-040, § 180-78A-264, filed 11/9/05, effective 12/10/05; WSR 04-21-038, § 180-78A-264, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.410.010, WSR 03-19-021, § 180-78A-264, filed 9/5/03, effective 10/6/03. Statutory Authority: RCW 28A.305.130 (1) through (4), WSR 02-04-014, § 180-78A-264, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.410.010, 28A.305.130 (1) and (2), WSR 01-03-153, § 180-78A-264, filed 1/24/01, effective 2/24/01; WSR 99-23-023, § 180-78A-264, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-264, filed 12/23/98, effective 1/23/99.]

### **RESIDENCY CERTIFICATE PROGRAMS— SPECIFIC PROGRAM APPROVAL STANDARD— KNOWLEDGE AND SKILLS**

**WAC 181-78A-270 Approval standard—Knowledge and skills.** Each preparation program must be in compliance with the program approval standards of WAC 181-78A-220(5):

(1) **TEACHER RESIDENCY CERTIFICATION.**

(a) **EFFECTIVE TEACHING.**

(i) Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds;

(ii) Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning;

(iii) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction;

(iv) Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with other;

(v) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student;

(vi) Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;

(vii) Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;

(viii) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;

(ix) Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;

(x) Using technology that is effectively integrated to create technologically proficient learners; and

(xi) Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.

(b) **PROFESSIONAL DEVELOPMENT.** Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

Teacher evaluation. After August 31, 2013, an approved preparation program for teachers shall require candidates for a residency certificate to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements. At a minimum, teacher preparation programs must address the following knowledge and skills related to evaluations:

(i) Examination of Washington's evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria;

(ii) Self-assessment, goal setting, and reflective practices;

(iii) Evidence gathering over time;

(iv) Use of student growth data and multiple measures of performance;

(v) Evaluation conferencing; and

(vi) Use of an online tool to review observation notes and submit materials to be included in evaluation.

(c) **TEACHING AS A PROFESSION.**

(i) Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.

(ii) Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

(d) **PERFORMANCE ASSESSMENT.** An approved preparation program for teachers shall require that each candidate engage in an assessment process approved by the professional educator standards board. The assessment will verify that the candidate for a residency teacher certificate can meet the teacher standards in (a), (b) and (c) of this subsection and understands teacher impact on student learning. Beginning January 1, 2014, all candidates will complete and pass the teacher performance assessment per WAC 181-78A-264 as authorized by the professional educator standards board: Provided, that candidates who participated in the teacher performance assessment field trials or took the pedagogy assessment prior to January 1, 2014, may be recommended for cer-

tification by the preparation program. All candidates shall exit the residency certificate program with a draft professional growth plan oriented toward the expectations for the professional certificate.

**(2) PRINCIPAL AND PROGRAM ADMINISTRATOR.**

(a) Principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

Successful demonstration of standards.

(i) A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders;

(ii) A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth;

(iii) A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(iv) A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

(v) A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner; and

(vi) A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

(b) Performance assessment. An approved preparation program for principals shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board. The benchmarks may not be changed without prior professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan oriented toward the expectations for the professional certificate.

(c) Teacher and principal evaluation. After August 31, 2013, an approved preparation program for principals shall require candidates for a residency principal certificate to demonstrate knowledge of teacher evaluation research,

Washington's evaluation requirements, and successfully complete opportunities to practice teacher evaluation skills. At a minimum, principal preparation programs must address the following knowledge and skills related to evaluations:

(i) Examination of Washington teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria;

(ii) Self-assessment, goal setting, and reflective practices;

(iii) Evidence gathering over time;

(iv) Classroom observation skills;

(v) Bias training;

(vi) Rater agreement on the four-tiered system;

(vii) Use of student growth data and multiple measures of performance;

(viii) Evaluation conferencing;

(ix) Development of classroom teacher and principal support plans resulting from an evaluation; and

(x) Use of an online tool to manage the collection of observation notes, teacher- and principal-submitted materials, and other information related to the conduct of the evaluation.

**(3) SUPERINTENDENT.** An approved preparation program for superintendents shall require the candidate to demonstrate in course work and the internship the following standards:

(a) A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by district and community stakeholders;

(b) A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district culture and coherent instructional programs that are conducive to student learning and staff professional growth;

(c) A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(d) A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

(e) A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner;

(f) A superintendent is the community's educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the suc-

cess of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context; and

(g) **Principal evaluation.** After August 31, 2013, an approved preparation program for superintendents shall require candidates for an initial superintendent certificate to demonstrate knowledge of principal evaluation research, Washington's evaluation requirements, and successfully complete opportunities to practice principal evaluation skills. At a minimum, superintendent preparation programs must address the following knowledge and skills related to evaluations:

- (i) Examination of Washington principal evaluation criteria, four-tiered performance rating system, and the preferred leadership frameworks used to describe the evaluation criteria;
- (ii) Self-assessment, goal setting, and reflective practices;
- (iii) Evidence gathering over time;
- (iv) Observation skills;
- (v) Bias training;
- (vi) Rater agreement on the four-tiered system;
- (vii) Use of student growth data and multiple measures of performance;
- (viii) Evaluation conferencing;
- (ix) Development of principal support plans resulting from an evaluation; and
- (x) Use of an online tool to manage the collection of observation notes, superintendent- and principal-submitted materials, and other information related to the conduct of the evaluation.

(4) **SCHOOL COUNSELOR.** School counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

- (a) **Successful demonstration of standards:**
  - (i) **School counseling program:** Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.
  - (ii) **Student learning and assessments:** Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington state learning requirements to support student learning. They work effectively with other educators to monitor and improve student success.
  - (iii) **Counseling theories and technique:** Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students.

- (iv) **Equity, fairness, and diversity:** Certified school counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.

- (v) **School climate and collaboration:** Certified school counselors collaborate with colleagues, families, and community members to establish and foster a safe, inclusive, and

nurturing learning environment for students, staff, and families.

- (vi) **Professional identity and ethical practice:** Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington state and federal policies, laws, and legislation relevant to school counseling.

(b) **Performance assessment.** An approved preparation program for school counselors shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board. The benchmarks may not be changed without prior professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan oriented to the expectations for the professional certificate.

(5) **SCHOOL PSYCHOLOGIST.** School psychologist candidates will complete formalized learning opportunities, including an internship, in an approved program that includes:

- (a) **Successful demonstration of standards:**
  - (i) **Data-based decision making and accountability:** Certified school psychologists have knowledge of varied models and methods of assessment as part of a systematic process of data-based decision making that permeates every aspect of professional practice.

- (ii) **Consultation and collaboration:** Certified school psychologists have knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to individual and contextual situations; collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

- (iii) **Interventions and instructional support to develop academic skills:** Certified school psychologists have knowledge of the influence of biological, cultural, linguistic, and early life experiences on academic development and collaborate with others to access, implement, and evaluate services at universal, targeted, and intensive levels using a variety of culturally and developmentally appropriate assessments.

- (iv) **Interventions and mental health services to develop social and life skills:** Certified school psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; collaborate with others, to develop, implement, and evaluate services that support socialization, cultural competence, learning, and mental health for positive impact on student learning.

- (v) **Schoolwide practices to promote learning:** Certified school psychologists have knowledge of general and special education, evidence-based practices, and equity pedagogy that responds to the needs of the learners; demonstrate skills to manage time effectively, respond to the learning needs of the individual students, and plan and measure positive impact on student learning.

- (vi) **Prevention and responsive services:** Certified school psychologists have knowledge of principles of resilience and risk factors and demonstrate skills in multitiered delivery of services that respond to crisis and promote learning and mental health across cultures.

(vii) **School collaboration services:** Certified school psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavior outcomes for children.

(viii) **Diversity in development and learning:** Certified school psychologists have knowledge of the principles and research related to culture, linguistic development, context, individual and role differences; work collaboratively to provide professional services that respond to the diverse needs of individuals and families; advocate for social justice and equity pedagogy.

(ix) **Research and program evaluation:** Certified school psychologists have knowledge of research, statistics, and evaluation methods; evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services at individual, group, and systems levels.

(x) **Legal, ethical, and professional practice:** Certified school psychologists have knowledge of the history and foundations of their profession; of multiple service models and methods; of ethical, professional, and legal standards, including the Washington Administrative Code and federal and state accountability legislation; practice in ways that are consistent with applicable standards; engage in responsive ethical and professional decision-making; and apply professional work characteristics.

(xi) **Emerging and assistive technologies:** Certified school psychologists have knowledge of and access, implement, and evaluate technology relevant to their work and to the instructional needs of individuals with disabilities.

(b) **Performance assessment.** An approved preparation program for school psychologists shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator standards board. The benchmarks may not be changed without prior professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan oriented to the expectations for the professional certificate.

[Statutory Authority: RCW 28A.410.210. WSR 14-07-067, § 181-78A-270, filed 3/17/14, effective 4/17/14; WSR 13-16-076, § 181-78A-270, filed 8/6/13, effective 9/6/13; WSR 12-18-004, § 181-78A-270, filed 8/23/12, effective 9/23/12; WSR 12-04-036, § 181-78A-270, filed 1/27/12, effective 2/27/12; WSR 11-15-049, § 181-78A-270, filed 7/15/11, effective 8/15/11. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468]. WSR 10-17-029, § 181-78A-270, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210. WSR 07-23-046, § 181-78A-270, filed 11/14/07, effective 12/15/07; WSR 06-14-010, § 181-78A-270, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-270, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.401.010 [28A.410.010]. WSR 04-21-038, § 180-78A-270, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.410.010. WSR 04-04-089, § 180-78A-270, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-270, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) through (4). WSR 02-04-018, § 180-78A-270, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-270, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2),

(11/19/14)

28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-270, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-272 Approval of residency certificate preparation programs for principals/program administrators, school psychologists, school counselors and school social workers.** Principal alternative route pilot program. Institutions and organizations with approved residency certificate programs will be invited to participate.

(1) The program shall be comprised of the following:

(a) Two summer academies plus a year long mentored internship;

(b) Assignment of the intern to a full-time second level administrative position for one school year while enrolled in the alternative route program;

(c) A comprehensive assessment of the intern's performance by school officials and program faculty and a recommendation that the person be issued a residency principal certificate upon successful completion of the program.

(2) The pilot will be implemented for one academic year beginning June 2007.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-272, filed 12/7/10, effective 1/7/11; WSR 07-04-002, § 181-78A-272, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-272, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-272, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 04-20-089, § 180-78A-272, filed 10/5/04, effective 11/5/04.]

## OTHER PROGRAM APPROVAL REQUIREMENTS

### **WAC 181-78A-307 Course work/internship waiver.**

The institution or organization may waive required course work and/or waive or reduce in length the required internship for any candidate, based on an individual review if the institution or organization determines that previous course work, work experiences, or alternative learning experiences have or will provide the candidate knowledge and skills to be otherwise gained from the required course work or internship.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-307, filed 12/7/10, effective 1/7/11. WSR 06-02-051, recodified as § 181-78A-307, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-307, filed 12/23/98, effective 1/23/99.]

### **WAC 181-78A-308 Special consideration for certain former para-educators.**

An approved teacher preparation program may determine that a candidate who has work experience as a noncertificated para-educator may substitute his or her work experience for some teacher preparation program requirements if the candidate presents evidence that he or she has served as a para-educator within the previous seven years and that at least fifty percent of the candidate's work as a para-educator was involved in instructional activities with children under the supervision of a certificated teacher and that the candidate worked a minimum of six hundred thirty hours in any one school year.

[WSR 06-02-051, recodified as § 181-78A-308, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-308, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-330 Demographic information.** Building on the mission to prepare educators who demonstrate a

positive impact on student learning, approved preparation programs annually shall provide the professional educator standards board the following information:

(1) Demographic characteristics, including gender and ethnicity, of students completing approved programs during the period from July 1 of the previous year to June 30 of the reporting year;

(2) The number of full-time and part-time faculty and graduate teaching assistants teaching in approved programs during each term from summer through spring of the reporting year; and

(3) Demographic characteristics of faculty teaching in approved programs including ethnicity and gender.

[Statutory Authority: RCW 28A.410.210, WSR 06-14-010, § 181-78A-330, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-330, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-330, filed 12/23/98, effective 1/23/99.]

### ADMINISTRATOR INTERNSHIPS

**WAC 181-78A-400 Internship standards—State-funded administrator interns.** (1) Principal, superintendent, and program administrator interns participating in the state-funded administrator internship program shall meet the following standards:

(a) Enrollment in a principal, superintendent or program administrator preparation program approved by the professional educator standards board, pursuant to WAC 181-78A-105.

(b) Completion of all administrator field experience, knowledge and skill certification requirements, pursuant to chapters 181-78A and 181-79A WAC.

(c) Completion of up to forty-five internship days for school employees selected for a principal, superintendent or program administrator certification internship when K-12 students and/or staff are present; provided the internship shall meet the following criteria:

(i) The intern, mentor administrator and college/university intern supervisor shall cooperatively plan the internship, provided that the school district is encouraged to include teachers and other individuals in the internship planning process.

(ii) Superintendent interns shall demonstrate competency in the standards identified as needing development by the mentor administrator, college/university supervisor, and the intern, pursuant to WAC 181-78A-270(3). Principal and program administrator interns admitted to programs before September 1, 2004, shall demonstrate competency in the performance domains identified as needing development by the mentor administrator, college/university, and the intern, pursuant to either WAC 181-78A-270 (2)(a) or (b) pursuant to WAC 181-78A-100. Principal and program administrator interns admitted to programs on or after September 1, 2004, shall demonstrate competency in the standards identified as needing development by the mentor administrator, college/university supervisor, and the intern, pursuant to WAC 181-78A-270 (2)(b).

(iii) The activities to be undertaken to implement the internship shall be outlined in writing.

[Ch. 181-78A WAC p. 16]

(d) The intern, institution/organization supervisor and mentor administrator shall determine whether the intern days and the selected performance domains or competencies were demonstrated.

(2) Participating institution/organization and school districts may establish additional internship standards and shall report such standards to the professional educator standards board.

(3) Each institution/organization shall submit a summary report of the internships to the professional educator standards board.

[Statutory Authority: RCW 28A.410.210, WSR 11-01-047, § 181-78A-400, filed 12/7/10, effective 1/7/11; WSR 06-14-010, § 181-78A-400, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-400, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 and 28A.410.010, WSR 02-18-037, § 180-78A-400, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-400, filed 12/23/98, effective 1/23/99.]

### PROFESSIONAL CERTIFICATE PROGRAMS— PROGRAM APPROVAL STANDARDS—GENERAL PROVISIONS

**WAC 181-78A-500 Professional certificate program approval.** All professional certificate programs for principals/program administrators, and school counselors, and school psychologists, shall be approved pursuant to the requirements in WAC 181-78A-520 through 181-78A-540. Only colleges/universities with professional educator standards board-approved residency certificate principals/program administrator, and school counselor, and school psychologist preparation programs, and educational service districts are eligible to apply for approval to offer professional certificate programs. Educational service districts may partner with institutions of higher education, local school districts, or consortia of school districts to provide professional certificate programs.

[Statutory Authority: RCW 28A.410.210, WSR 13-14-026, § 181-78A-500, filed 6/25/13, effective 7/26/13; WSR 09-22-023, § 181-78A-500, filed 10/26/09, effective 12/1/11; WSR 09-16-053, § 181-78A-500, filed 7/29/09, effective 8/29/09; WSR 07-04-004, § 181-78A-500, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-500, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-500, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.401.010 [28A.410.010], WSR 04-21-038, § 180-78A-500, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010, WSR 02-18-037, § 180-78A-500, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305 [28A.305.130] (1) and (2), WSR 00-13-064, § 180-78A-500, filed 6/16/00, effective 7/17/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-500, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-507 Overview—Principal/program administrator professional certificate programs.** Professional certificate programs for principals/program administrators must be in compliance with program standards. To obtain a professional certificate, the residency principal or assistant principal will need to complete a professional educator standards board-approved professional certificate program and document three contracted school years of employment as a principal or assistant principal; the residency program administrator will need to complete a professional

educator standards board-approved professional certificate program.

The professional certificate for principals/program administrators requires successful demonstration of six standards at the professional certification benchmark levels, or above, and the candidate will need to provide evidence that he/she has had a positive impact on student learning.

The candidate with the approved program shall develop an individual professional growth plan oriented toward the expectations for the professional certificate that shall address the six knowledge and skills standards, focus on activities that enhance student learning, and be informed by the performance evaluation process, and an analysis of the administrative context and assignment.

[Statutory Authority: RCW 28A.410.210, WSR 12-18-004, § 181-78A-507, filed 8/23/12, effective 9/23/12; WSR 09-16-053, § 181-78A-507, filed 7/29/09, effective 8/29/09; WSR 07-08-050, § 181-78A-507, filed 3/28/07, effective 4/28/07; WSR 06-14-010, § 181-78A-507, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-507, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, WSR 05-23-042, § 180-78A-507, filed 11/9/05, effective 12/10/05; WSR 04-21-039, § 180-78A-507, filed 10/15/04, effective 11/15/04; WSR 04-04-010, § 180-78A-507, filed 1/23/04, effective 2/23/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010, WSR 02-18-037, § 180-78A-507, filed 8/26/02, effective 9/26/02.]

**WAC 181-78A-509 Overview—Educational staff associate—School counselor/school psychologist professional certificate programs.** ESA professional certificate programs must be in compliance with program standards. To obtain a professional ESA certificate, individuals will need to hold a valid ESA residency certificate, be employed in his/her ESA role in a public school district, professional educator standards board-approved private school or state agency providing educational services for students, and complete a professional educator standards board-approved professional ESA certificate program in his/her ESA role.

(1) The professional certificate requires successful demonstration of the ESA role standards at the professional certificate benchmark levels, or above, and the candidate will need to provide evidence that he/she has had a positive impact on student learning.

(2) The candidate shall develop an individual professional growth plan oriented toward the expectations for the professional certificate. The individual growth plan shall be based on an assessment of the candidate's ability to demonstrate standards at the professional benchmark level and evidence of a positive impact on student learning.

[Statutory Authority: RCW 28A.410.210, WSR 12-18-004, § 181-78A-509, filed 8/23/12, effective 9/23/12; WSR 07-19-056, § 181-78A-509, filed 9/14/07, effective 10/15/07; WSR 07-04-005, § 181-78A-509, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-509, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-509, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.401.010 [28A.410.010], WSR 04-21-038, § 180-78A-509, filed 10/15/04, effective 11/15/04.]

**WAC 181-78A-510 Responsibilities of the professional certificate administrator.** Each approved program shall identify a professional certificate administrator who shall have the primary responsibility for the overall administration of the program.

[Statutory Authority: RCW 28A.410.210, WSR 09-16-053, § 181-78A-510, filed 7/29/09, effective 8/29/09. WSR 06-02-051, recodified as § 181-78A-510, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW

(11/19/14)

28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-510, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-510, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-515 Program approval standards for professional certificate approved programs.** The program approval standards for approved programs are as follows:

(1) **Professional education advisory boards.** The college, university or educational service district, in compliance with the provisions of WAC 181-78A-250 and 181-78A-520, has established and maintained a professional education advisory board to participate in decisions related to the development, implementation, and revision of the professional certificate program.

(2) **Accountability.** Each college, university or educational service district, in compliance with the provision of WAC 181-78A-525, has established a performance-based program.

(3) **Resources.** The college, university or educational service district, in compliance with the provision of WAC 181-78A-530, is responsible for providing the resources needed to develop and maintain quality professional programs.

(4) **Program design.** Each college, university or educational service district, in compliance with the provision of WAC 181-78A-535, is responsible for establishing an approved professional certificate program which accommodates the individual professional growth needs of each candidate as set forth in his/her professional growth plan.

(5) **Knowledge and skills.** Each college, university or educational service district, in compliance with the provision of WAC 181-78A-540, has established policies requiring that all candidates for certification demonstrate the standards and criteria for the professional certificate set forth in WAC 181-78A-540.

[Statutory Authority: RCW 28A.410.210, WSR 09-22-023, § 181-78A-515, filed 10/26/09, effective 12/1/11; WSR 07-04-004, § 181-78A-515, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-515, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-515, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-515, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-515, filed 12/23/98, effective 1/23/99.]

#### PROFESSIONAL CERTIFICATE PROGRAMS— PROGRAM APPROVAL STANDARD—SPECIFIC— PROFESSIONAL EDUCATION ADVISORY BOARD

**WAC 181-78A-520 Approval standard—Professional education advisory board.** The following requirements shall govern the professional certificate program:

(1) The professional education advisory board has been established in accordance with WAC 181-78A-209.

(2) The professional education advisory board has adopted operating procedures and has met at least three times a year.

(3) The professional education advisory board has reviewed all program approval standards at least once every five years.

(4) The professional education advisory board annually has reviewed and analyzed data for the purposes of determin-

ing whether candidates demonstrated the knowledge and skills to make a positive impact on student learning and providing the institution with recommendations for programmatic change. This data may include, but not be limited to: Candidate surveys, follow-up studies, candidate performance portfolios, and program evaluations.

(5) The professional education advisory board has made recommendations when appropriate for program changes to the institution which must in turn consider and respond to the recommendations in writing in a timely fashion.

(6) The professional education advisory board for administrator preparation programs participated in the candidate selection process for principal preparation programs.

[Statutory Authority: RCW 28A.410.210, WSR 12-18-003, § 181-78A-520, filed 8/23/12, effective 9/23/12; WSR 09-22-023, § 181-78A-520, filed 10/26/09, effective 12/1/11; WSR 09-16-053, § 181-78A-520, filed 7/29/09, effective 8/29/09; WSR 07-04-004, § 181-78A-520, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-520, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-520, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), WSR 00-03-049, § 180-78A-520, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-520, filed 12/23/98, effective 1/23/99.]

#### PROFESSIONAL CERTIFICATE PROGRAMS— PROGRAM APPROVAL STANDARD—SPECIFIC— ACCOUNTABILITY

**WAC 181-78A-525 Approval standard—Accountability.** The following requirements shall govern the professional certificate program.

Each approved educator preparation program shall maintain an assessment system that:

(1) Assesses outcomes in alignment with the conceptual framework and state standards.

(2) Systematically and comprehensively gathers evidence on candidate learning.

(3) Collects candidate work samples that document the knowledge and skills to make a positive impact on student learning.

(4) Aggregates key data over time.

(5) Incorporates perspectives of program personnel, candidates, and P-12 partners.

(6) Includes processes and safeguards that ensure fair and unbiased assessment of candidates.

(7) Provides for regular analysis of assessment results.

(8) Is systematically linked to program decision-making processes.

[Statutory Authority: RCW 28A.410.210, WSR 12-18-003, § 181-78A-525, filed 8/23/12, effective 9/23/12; WSR 09-22-023, § 181-78A-525, filed 10/26/09, effective 12/1/11; WSR 09-16-053, § 181-78A-525, filed 7/29/09, effective 8/29/09; WSR 07-15-053, § 181-78A-525, filed 7/13/07, effective 8/13/07; WSR 07-04-004, § 181-78A-525, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-525, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-525, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), WSR 00-03-049, § 180-78A-525, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-525, filed 12/23/98, effective 1/23/99.]

#### PROFESSIONAL CERTIFICATE PROGRAMS— PROGRAM APPROVAL STANDARD—SPECIFIC— RESOURCES

**WAC 181-78A-530 Approval standard—Governance and resources.** The following requirements shall govern the professional certificate program:

(1) Program leadership, authority, and budget.

(a) An officially designated administrator is responsible for the management of operations and resources for the preparation program.

(b) Budgetary allocations are sufficient for the program to assure that candidates meet state standards.

(2) Personnel.

(a) The program has adequate personnel to promote teaching and learning.

(i) Specific program personnel are assigned the responsibility of advising applicants for certification and for maintaining certification records.

(ii) The program has adequate field supervisors and other support personnel.

(b) Qualifications and professional practices. Program personnel are qualified for their assignments by virtue of education, experience, and current understanding of research and best practices.

(c) Performance and professional development.

(i) Program personnel evaluate their own effectiveness in achieving program goals.

(ii) The program evaluates personnel effectiveness in teaching and learning.

(iii) The program provides opportunity for personnel to engage in professional development.

(3) Program facilities and resources. The program has adequate facilities and resources to promote teaching and learning.

[Statutory Authority: RCW 28A.410.210, WSR 12-18-003, § 181-78A-530, filed 8/23/12, effective 9/23/12; WSR 09-22-023, § 181-78A-530, filed 10/26/09, effective 12/1/11; WSR 07-04-004, § 181-78A-530, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-530, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-530, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), WSR 00-03-049, § 180-78A-530, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4), WSR 99-01-174, § 180-78A-530, filed 12/23/98, effective 1/23/99.]

#### PROFESSIONAL CERTIFICATE PROGRAMS— PROGRAM APPROVAL STANDARD—SPECIFIC— PROGRAM DESIGN

**WAC 181-78A-535 Approval standard—Program design.** The following requirements shall govern the professional certificate program:

(1) Recruitment and admission.

(a) Programs will, at a minimum, recruit and admit any candidates in their service region who hold a residency certificate and at least two years of experience in the role.

(b) Candidate expectations for program requirements, progression, and completion are identified, published, and accessible.

(2) Program design.

(a) Entry seminar.

(i) The program provides an orientation to the process and to the benchmarks/strands.

(ii) Candidates will begin a 360-type assessment aligned to the professional educator standards board approved standards for the certification role, to be finalized prior to program completion.

(b) Action research project. The program includes a job-embedded, evidence-based project designed to improve student achievement, within which the candidate provides evidence of professional certificate level knowledge, skill, and performance. The project will be evaluated and scored on the basis of a common rubric appropriate for the certification role. The common rubrics shall be developed in collaboration with programs and published by the professional educator standards board.

(c) Professional performance growth and verification.

(i) The program includes formalized learning opportunities and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill, and performance at the professional certification benchmark level, or above, on all standards as defined in WAC 181-78A-270.

(ii) The program includes the development of a draft professional growth plan focused on the career level standards.

(3) School-based experiences.

(a) Candidate work produced in the program is responsive to, and integrated with, the job responsibilities of candidates.

(b) Entry and exit criteria and a process for mitigating concerns are provided for candidates.

(4) Collaboration. Program personnel collaborate for continuous program improvement with P-12 partners, PEAB members, and candidates.

(5) Diversity in learning experiences.

(a) Candidates reflect on interactions with diverse populations in order to integrate professional growth in cultural competency as a habit of practice.

(b) Program personnel model equity pedagogy through:

(i) Interactions with diverse populations;

(ii) Reflective practice on their own professional growth in cultural competency;

(iii) Culturally relevant communication and problem solving; and

(iv) Personalized instruction that addresses cultural and linguistic backgrounds.

[Statutory Authority: RCW 28A.410.210, WSR 14-10-060 and WSR 14-07-063, § 181-78A-535, filed 5/5/14 and 3/17/14, effective 6/5/14 and 4/17/14; WSR 12-18-003, § 181-78A-535, filed 8/23/12, effective 9/23/12; WSR 09-22-023, § 181-78A-535, filed 10/26/09, effective 12/1/11; WSR 09-16-053, § 181-78A-535, filed 7/29/09, effective 8/29/09; WSR 07-19-056, § 181-78A-535, filed 9/14/07, effective 10/15/07; WSR 07-08-050, § 181-78A-535, filed 3/28/07, effective 4/28/07; WSR 07-04-004, § 181-78A-535, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-535, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-535, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, WSR 05-15-051, § 180-78A-535, filed 7/12/05, effective 8/12/05; WSR 04-21-038, § 180-78A-535, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.210.160, WSR 03-23-037, § 180-78A-535, filed 11/12/03, effective 12/13/03. Statutory Authority: RCW 28A.410.010, WSR 03-04-024, § 180-78A-535, filed 1/27/03, effective 2/27/03. Statutory Authority: RCW 28A.305.130 and 28A.410.010, WSR 02-18-037, § 180-78A-535, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010, WSR 01-09-004, § 180-78A-535, filed 4/5/01, effective 5/6/01. Statutory Authority: RCW 28A.410.010, 28A.305.130 (1) and (2), WSR 00-18-062, § 180-

78A-535, filed 9/1/00, effective 10/2/00; WSR 00-03-049, § 180-78A-535, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-535, filed 12/23/98, effective 1/23/99.]

### PROFESSIONAL CERTIFICATE PROGRAMS— PROGRAM APPROVAL STANDARD—SPECIFIC— KNOWLEDGE AND SKILLS

**WAC 181-78A-540 Approval standard—Knowledge and skills. (1) Principal/program administrator.** A successful candidate for the principal/program administrator professional certificate shall demonstrate the knowledge and skills at the professional certificate benchmark levels for the six standards pursuant to WAC 181-78A-270 (2)(b).

**(2) Educational staff associate - School counselor or school psychologist.** A successful candidate for the ESA professional certificate shall demonstrate the knowledge and skills at the professional certificate benchmark levels for the standards in the specific ESA role pursuant to WAC 181-78A-270 (5), (7), or (9).

[Statutory Authority: RCW 28A.410.210, WSR 13-14-026, § 181-78A-540, filed 6/25/13, effective 7/26/13; WSR 09-22-023, § 181-78A-540, filed 10/26/09, effective 12/1/11; WSR 06-14-010, § 181-78A-540, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-540, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, WSR 04-24-074, § 180-78A-540, filed 11/30/04, effective 12/31/04. Statutory Authority: RCW 28A.401.010 [28A.410.010], WSR 04-21-038, § 180-78A-540, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010, WSR 02-18-037, § 180-78A-540, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2), WSR 00-03-049, § 180-78A-540, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-540, filed 12/23/98, effective 1/23/99.]

**WAC 181-78A-700 First peoples' language, culture, and oral tribal traditions certification program—Findings, purposes and intent—Definitions—Program established—Tribal eligibility to participate—Program requirements—Assignment of teachers—Reports. (1) FINDINGS.** The professional educator standards board endorses the following:

(a) Teaching first peoples' languages can be a critical factor in successful educational experiences and promoting cultural sensitivity for all students. The effect is particularly strong for native American students;

(b) First peoples' languages are falling silent. Despite tribal efforts, first peoples' languages are not fully incorporated into the school systems. This is a loss to the cultural heritage of the affected tribes and to the cultural resources of Washington state;

(c) Recognition of native American languages under RCW 28A.230.090(3) and 28B.80.350(2), as satisfying state or local graduation requirements and minimum college admission requirements, while concentrating on promoting a positive impact on student learning through state policies, is insufficient to meet the educational needs of native American students;

(d) The potential to have a positive impact on student learning is in part dependent on the willingness of the local education agency to collaborate with the sovereign tribal government's language/culture program;

(e) It is within the statutory authority of the professional educator standards board to enhance the learning opportunities for all students by helping prevent the loss of first peoples' languages through assisting the state's sovereign neighbors to sustain, maintain or recover their linguistic heritage, history and culture;

(f) From the Multi-Ethnic Think Tank position statement, June 2001:

(i) "...A culturally inclusive pedagogy will ensure the success of all students, who will develop greater appreciation of other cultures and worldviews;"

(ii) "All students have prior experiences that frame their worldview; learn from childbirth and are lifelong learners; can academically achieve at high levels when they are appropriately taught; and are entitled to learn in a multicultural context;"

(g) Research has shown that students who study another language may benefit in the following ways: Greater academic success in other areas of study, including reading, social studies, and mathematics; a clearer understanding of the English language including function, vocabulary and syntax; and an increase on standardized test scores, especially in verbal areas;

(h) From the Native American Languages Act, Public Law 101-477, Section 102, 1990:

(i) "The traditional languages of Native Americans are an integral part of their cultures and identities and form the basic medium for the transmission, and thus survival, of Native American cultures, literatures, histories, religions, political institutions, and values;"

(ii) "Languages are the means of communication for the full range of human experiences and are critical to the survival of cultural and political integrity of any people"; and

(i) There are many sovereign tribal nations in the state of Washington and they serve the needs of many groups of first peoples, each possessing unique languages, cultures and worldviews.

(2) **PURPOSES.** The purpose of this section of the established first peoples' language, culture, and oral tribal traditions program is to accomplish the following goals:

(a) To honor the sovereign status of tribal governments in their sole expertise in the transmission of their indigenous languages, heritage, cultural knowledge, customs, traditions and best practices for the training of first peoples' language, culture, and oral tribal traditions teachers;

(b) Contribute to a positive impact on student learning by promoting continuous improvement of student achievement of the sovereign tribal government's language/culture learning goals, as established by each sovereign tribal government's language/culture program, and by supporting the goals for multicultural education included in the 2001 position statement developed by the Washington state Multi-Ethnic Think Tank;

(c) Contribute to the preservation, recovery, revitalization, and promotion of first peoples' languages and cultures;

(d) Meaningfully acknowledge that language is inherently integral to native American culture and ways of life;

(e) Implement in a tangible way the spirit of the 1989 Centennial Accord and the 2000 Millennium Accord between Washington state and the sovereign tribal governments in the state of Washington;

(f) Provide a mechanism for the professional educator standards board to recognize tribally qualified language/culture teachers as eligible to receive a Washington state first peoples' language/culture teaching certificate; and

(g) Provide the opportunity for native American students to learn first peoples' languages and cultures while at school and provide another avenue for students to learn core curricula through first peoples' worldviews.

(3) **INTENT.** It is the intent of the professional educator standards board to work in collaboration with the sovereign tribal governments of Washington state to establish a Washington state first peoples' language, culture, and oral tribal traditions teacher certification program in order to:

(a) Act in a manner consistent with the policy as specified in the Native American Languages Act, P.L. 101-477 Sec. 104(1) "preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages";

(b) Act in a manner consistent with Washington state's government-to-government relationship with Washington state sovereign tribal governments and use the Washington state first peoples' language, culture, and oral tribal traditions certification programs to model effective government-to-government relationships;

(c) Act in a manner consistent with the goal of the state Basic Education Act under RCW 28A.150.210;

(d) Act in a manner consistent with the following purposes of Public Law 107-110, "No Child Left Behind Act":

(i) "Holding schools, local education agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education," [Sec. 1002(4)];

(ii) "Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time," [Sec. 1002(8)];

(iii) "Promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content," [Sec. 1002(9)];

(iv) "...Supporting local education agencies, Indian tribes, organizations, postsecondary institutions and other entities to meet the unique education, culturally related academic needs of American Indian and Alaskan native Students" [Sec. 7102(a)];

(e) Act on its involvement with and adoption of the 1991 joint policy statement on Indian education:

"K-12 American Indian dropout prevention is a priority of schools. Effective education needs to be implemented throughout the K-12 school system if the American Indian student is to achieve academic and personal success";

(f) Acknowledge that there is a public responsibility to make available to all students in the state of Washington an accurate and balanced study of the American Indian experiences with and contributions to life on this continent;

(g) Act on the following professional educator standards board beliefs:

(i) In order to meet the needs of all students, highly qualified teachers are required;

(ii) All professional educator standards board policies and activities should meet the needs of the state's diverse student population;

(iii) In order for all students to achieve at high levels, multiple learning styles and needs must be supported; and

(h) Act on the following goals from the professional educator standards board's 2002-05 work plan:

(i) Professional education and certification requirements are aligned with education reform and support a positive impact on student learning;

(ii) All students shall be provided equitable educational opportunities.

**(4) DEFINITIONS.**

(a) "Positive impact on student learning" shall mean:

(i) The same as under WAC 181-78A-010(8) and 180-16-220 (2)(b); and

(ii)(A) Supporting the goal of basic education under RCW 28A.150.210, "...to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives...";

(B) Promoting continuous improvement of student achievement of the state learning goals and the sovereign tribal government's language/culture learning goals as established by each sovereign tribal government's language/culture program;

(C) Recognizing nonacademic student learning and growth related, but not limited, to: Oral traditions, community involvement, leadership, interpersonal relationship skills, teamwork, self-confidence, resiliency, and strengthened unique cultural identities;

(iii) Developing greater appreciation of other cultures and worldviews;

(b) A "culturally sensitive environment" honors the unique history, culture, values, learning styles, and community of the student. For example, to demonstrate the value of the language and culture, the homeroom teacher participates in the language/culture classroom. A "culturally sensitive environment" also includes those provisions as outlined in the Washington state joint policy on equity in education, revised in May 2000.

(c) For the purpose of this section, "highly qualified teachers" shall mean those teachers who meet the standards of the sovereign tribal government's language/culture program.

**(5) PROGRAM ESTABLISHED.** A Washington state first peoples' language, culture, and oral tribal traditions teacher certification program is established in January 2007. First peoples' language, culture, and oral tribal traditions teacher certificates issued prior and subsequent to June 30, 2006, shall be kept valid per subsection (8)(d)(iv) of this section.

**(6) TRIBAL ELIGIBILITY TO PARTICIPATE.** Any sovereign tribal government in the state of Washington shall be eligible to participate individually on a government-to-government basis in the program.

**(7) CERTIFYING AUTHORITY.**

(a) Only a participating sovereign tribal government may certify individuals who meet the tribe's criteria for certification as a teacher in the Washington state first peoples' lan-

guage, culture, and oral tribal traditions teacher certification program.

(b) The office of the superintendent of public instruction shall not authorize or accept a certification or endorsement in Washington state first peoples' language, culture, and oral tribal traditions without certification from a participating sovereign tribal government.

**(8) PROGRAM REQUIREMENTS.**

(a) Each sovereign tribal government will certify individuals who meet the tribe's criteria for certification as instructors in the Washington state first peoples' language, culture, and oral tribal traditions program.

(b) Each sovereign tribal government's language/culture program shall submit to the superintendent of public instruction the following information for each eligible language/culture teacher desiring to participate in the program:

(i) Written documentation that each designated teacher has completed the sovereign tribal government's language/culture teacher certification program;

(ii) Written documentation that each designated teacher has completed the background check required under RCW 28A.410.010 and WAC 181-79A-150 (1) and (2);

(iii) Written documentation that each designated teacher has completed a course on issues of abuse as required by RCW 28A.410.035 and WAC 181-79A-030(6);

(iv) Designation of which language(s), or dialects thereof, shall be listed on the Washington state first peoples' language, culture, and oral tribal traditions certificate;

(c) After meeting the requirements of (b) of this subsection, the office of the superintendent of public instruction shall issue each teacher a Washington state first peoples' language, culture, and oral tribal traditions teaching certificate;

(d) Tribes will individually determine the continuing education and first peoples' language, culture, and oral tribal traditions certificate renewal requirements for their tribal language endorsement. As such, each tribe will do the following. Notify the certification division of the office of superintendent of public instruction when:

(i) A teacher has met the requirements for renewal/continuing education; or

(ii) A teacher has not met the requirements for renewal/continuing to hold a first peoples' language, culture, and oral tribal traditions certificate; or

(iii) A tribe, at any time, withdraws a teacher certification for any reason.

(iv) Every five years, the tribes will provide documentation that the certificate holder continues to meet the requirements of (a) of this subsection;

(e) To support a positive impact on student learning, the local education agency in consultation with the sovereign tribal government's language/culture program is strongly encouraged to provide:

(i) A minimum of one contact hour per day, five days a week;

(ii) Access to the same students from year to year, to the extent possible, so that students who receive instruction during the first year of the program can continue to receive instruction throughout the first year of the program;

(iii) A culturally sensitive environment as defined in subsection (4)(b) of this section; or

(iv) Some combination of (e)(i), (ii), and (iii) of this subsection which will allow a positive impact on student learning;

(f) To document a positive impact on student learning, the sovereign tribal government's language/culture program is encouraged to provide written documentation of how teaching the first peoples' language/culture has supported the promotion of continuous improvement of student achievement of the program learning goals as established by each sovereign tribal government's language/culture program;

(g) To support a greater understanding of the government-to-government relationship, the professional educator standards board is strongly encouraged to make site visits and attend meetings with the local education agency and the sovereign tribal government's language/culture program;

(h) Nothing in this section shall be interpreted as precluding any eligible tribe in consultation with the state or in consultation with any local education agency from entering into an inter-governmental agreement or compact related to the teaching of first peoples' languages and cultures in order to address unique issues related to individual sovereign tribal governments.

**(9) ASSIGNMENT OF TEACHERS.**

(a) The holder of a Washington state first peoples' language, culture, and oral tribal traditions teacher certificate shall be deemed qualified to be a teacher of first peoples' language, culture, and oral tribal traditions with the ability to meet individual tribal competency criteria for language/culture, history, and English.

(b) A Washington state first peoples' language, culture, and oral tribal traditions teacher certificate qualifies the holder to accept a teaching position in a public school district.

(c) The holder of a Washington state first peoples' language, culture, and oral tribal traditions teacher certificate who does not also hold an initial, residency, continuing or professional certificate shall be assigned to teach only the language(s)/culture(s) designated on the certificate, and no other subject.

(d) The Washington state first peoples' language, culture, and oral tribal traditions teacher certificate is recognized by the state of Washington for as long as the teacher holds a valid language/culture certificate from a participating sovereign tribal government.

(e) A Washington state first peoples' language, culture, and oral tribal traditions teacher certificate will serve as the sole endorsement in first peoples' language, culture, and oral tribal traditions for anyone holding an initial, residency, continuing or professional certificate.

**(10) TRIBAL PREPARATION PROGRAM REVIEW.**

(a) Every five years, the joint committee of the professional educator standards board and the first peoples' language/culture committee shall prepare a report that includes:

(i) Reports from each participating tribe related to progress in meeting program objectives, with particular emphasis on positive impact on students;

(ii) Appraisal of the government-to-government relationship; and

(iii) Any relevant recommendations for continued program success.

(b) In order to promote understanding and collaboration, beginning with the second year of the program, the profes-

sional educator standards board may accept invitations from participating tribes to visit at least two tribal programs per year as identified and invited by the individual tribal programs.

(c) Annually, the professional educator standards board will commit to ensuring a professional educator standards board member(s) and staff attends the first peoples' language/culture committee meeting. The professional educator standards board will proactively identify opportunities to share information about the first peoples' language/culture program in order to support its growth and development.

[Statutory Authority: RCW 28A.410.210, WSR 08-04-013, § 181-78A-700, filed 1/24/08, effective 2/24/08; WSR 07-12-005, § 181-78A-700, filed 5/24/07, effective 6/24/07; WSR 07-04-015, § 181-78A-700, filed 1/25/07, effective 2/25/07. Statutory Authority: RCW 28A.410.210 and 28A.410.010, WSR 06-11-161, § 181-78A-700, filed 5/24/06, effective 6/24/06. WSR 06-02-051, recodified as § 181-78A-700, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 and 28A.410.010, WSR 03-04-026, § 180-78A-700, filed 1/27/03, effective 2/27/03.]

**Reviser's note:** The brackets and enclosed material in the text of the above section occurred in the copy filed by the agency.