

Teacher Preparation and Certification in WA: State Policy Perspective and Direction

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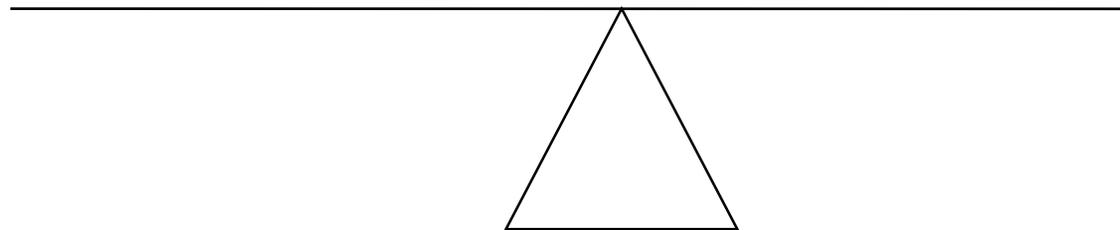
What are the responsibilities of the PESB?

- Preparation Program Approval
- Certification Requirements
- Assignment of Certified Educators
- Continuing Education of Certified Educators

Ensuring Adequate Supply of Excellent Educators Our Shared Challenge:

Define &
require
appropriate
credentials

Access &
Oppty to
Acquire them



Washington's System of Preparing and Certifying Educators



A Report to The Governor, Superintendent of Public Instruction, State Board of Education,
and Education and Fiscal Committees of the Washington State Legislature

Math Teachers Count:

Raising Teacher Knowledge and Skills –
Raising Student Achievement



Report with Recommendations to: The Governor, Superintendent of
Public Instruction, State Board of Education, and Education and Fiscal
Committees of the Washington State Legislature

Math Action Plan & SB 5955

By 12/07 –

2. New certification requirements for elementary, middle and secondary math and science teachers

3/07 – 9/07 – PESB adopted new endorsement competencies in all subject areas at all levels

Underway – revisions to subject knowledge test (WEST-E) to align with new competencies

Certificate Endorsements

- Biology
- Chemistry
- Earth Science
- Physics
- General Science
- Designated World Languages
- Early Childhood Ed
- Early Childhood Special Ed
- Elementary Ed (K-8)
- English as a Second Language
- English Language Arts
- Math
- Middle-Level Humanities
- Middle-Level Math
- Middle-Level Science
- Social Studies
- Special Education
- Agricultural Education
- Business Education
- Family and Consumer Sciences
- Marketing Education
- Technology Education
- History
- Bilingual
- Library Media
- Music: Choral
- Music: Instrumental
- Music: General
- Visual Arts
- Dance
- Drama
- Health and Fitness
- Traffic Safety

Math Action Plan & SB 5955

By 12/07 –

- 1. New knowledge and skill standards for teacher preparation programs with integration of math throughout; and*

7/07 – PESB adopted new, evidence-based knowledge and skills standards for preparation programs (Standard V)

- Demonstrate teacher knowledge and skills AND evidence of positive impact on student learning**

Becoming truly evidence-based

Old standards:

Topics that may imply, but do not describe, desired behaviors or outcomes

--"*Inquiry and research*"

--"*Classroom management*"

--"*Professional ethics*"

Performance-based:

Descriptions of desired ***teacher behavior***

--"*Aligns goals, instruction, & outcomes*"

--"*Manages classroom effectively*"

--"*Uses multiple instructional strategies*"

Evidence-based:

Descriptions of ***student learning behaviors*** that result from good teaching

--"*Students are cognitively engaged*"

--"*Students explain their understanding*"

--"*Students monitor their progress*"

How ensure program quality?

1. Standards-Based Program Approval and Review
 - Annual reporting elements
 - Every 5-7 years – full accreditation site visit
2. Approval and Review of Subject Endorsement Programs
3. Variety of other state and federal reporting requirements
 - (e.g. placement, basic skills / subject matter test results)
4. Program completer survey
 - + variety of institution-specific means of tracking completers

Comprehensive Analysis: Findings

“Although educator preparation programs are required to produce a significant amount of data related to various aspects of program quality, these data are not systematically compiled in a way that provides a comprehensive picture, across institutions, that can be accessed and reviewed by policymakers or the public” - PESB

Caution: No single measure can be used to make inferences.

Washington Needs:

A state-level *system* for assessing and publicly reporting educator preparation program quality:

- ✓ Review/streamline all current measures of program quality
- ✓ Multiple, meaningful indicators; exemplars; needed improvements
- ✓ Explicitly connects preparation and success in classroom
- ✓ Explicit connection / ability to track candidates from program entry through placement and teaching career

Lessons from other States -

- Accountability at institution leadership level
 - Productivity in areas of state need
 - Strategic enrollment and recruitment
 - Strong linkages between colleges of ed and liberal arts/sciences
- State investment in redesign / faculty development
- Better data systems
 - Track program completers and their impact on students

Endorsement on First Cert 3 year rounded average - 05-07

	CWU	EWU	TESC	UW	UWB	UWT	WSU	WWU	Private
Math	33	8	2	7	0	1	12	23	78
All Science	27	25	15	23	1	4	30	69	158
Elem Ed	303	174	17	69	74	56	354	345	982

Comprehensive Analysis: Findings

“Washington’s existing data sources stop short of capturing all that matters in providing important facts about the teacher workforce and teaching quality” - UW, 2003

Some of what we don’t know –

- Whether/where our program completers are teaching and how they are doing
- Whether and where teaching assignments match qualifications
- Teacher qualifications related to student demographics
- True picture of out-of-field assignment

TeachING quality

- Quality of Teaching Practice – (e.g. instructional delivery, pedagogical strategies, impact on students);
- Quality of the Teaching Workforce – (e.g. qualifications, candidate pool/labor market, supply/demand, demographics); and
- Support for Teachers' Success – (e.g. workplace conditions, opportunities for and quality of professional development; mentoring)

Out of Endorsement Assignment

ESSHB1906 -

“Teachers need an adequate background in subject matter content if they are to teach it well, and should hold full, appropriate credentials in those subject areas.”

PESB Goal 6

Realistic strategies for ending out-of-field assignment

Ends Policy:

All Washington teachers will be assigned in roles appropriate for their state-issued certificate to ensure all students receive instruction from teachers who possess adequate knowledge and skills related to the subjects they teach.

Out of Endorsement Assignment

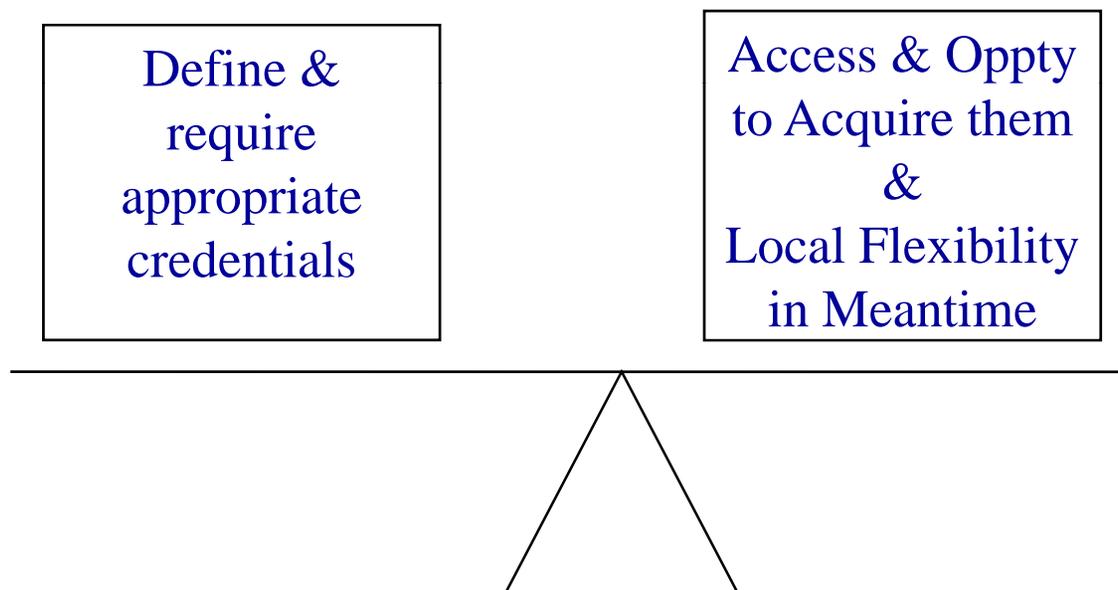
What we know:

- Of those districts reporting, significant rise in out-of-endorsement waivers
- Lots of districts don't report

What we don't know:

- Full picture
- Length of time on out-of-endorsement waiver
- What students experience more out-of-endorsement teaching

Ensuring Adequate Supply of Excellent Educators Our Shared Challenge:



4 R's – Reliable Data, Recruitment, Redesign,
Retooling

What next?

Goal 9

Systemic and strategic approach to educator recruitment

Ends Policy:

Financial and other forms of incentives, together with easily navigated processes for state certification, will encourage and facilitate prospective educators to practice in Washington State to ensure an adequate supply of highly qualified educators.

Educator recruitment strategies will attract more diverse candidates to educator professions so that Washington's educator workforce will reflect the diversity of its student population.

Access & Opportunity

Recruitment –

- Marketing / information – TFA, New Teacher Program, better instate info resources
- (SB5955) “Recruiting Washington Teachers” program – Targets diverse WA high school students interested in teaching in shortage areas
- Scholarships aimed at shortage areas
- Alternative Routes program / scholarship
- Strategic enrollment – “high-need” \$s; institutional decision (e.g. fewer K-8, more math)
- Differential Pay

Alternative Route Program Completers -

- 2002-2003 - 169
- 2003-2004 - 103
- 2004-2005 - 158
- 2005-2006 - 101
- 2006-2007 - 84
- 2007-2008- 122

What next?

Goal 8

Enhanced access and expanded program delivery options for pre-service educator preparation

Ends Policy:

All prospective educators in Washington will have affordable access to evidence-based educator preparation programs regardless of geographic location to help ensure equity and an effective state system of supply and demand.

Access & Opportunity

Program Redesigns

- Diversity of program designs to meet broader array of needs (e.g. online / distance delivery)
- Extended Reach – consortium programs, online components, out-of-state institutions (exp. border communities)
- Alternative routes – career-changers and paras – continue to redesign to meet needs Partnerships between colleges of liberal arts and education – Texas academy -
- Partnerships with community colleges – HB 1906 – “Pipeline for Paraeducators” program

Access & Opportunity

Program Redesign

- Clinically-based/field-based – faculty into the K-12 school / accomplished K-12 teachers into colleges of ed
- Incentives and supports for model partnerships
 - ✓ Real issues, real solutions, real settings
 - ✓ Professional Development Schools (PDS)
 - ✓ Explore and solve specific challenges, e.g.
 - ✓ Field placement difficulties
 - ✓ District and prep supply/demand coord
 - ✓ Colleges of ed and liberal arts

Access & Opportunity

Retooling

- Pathways 1 and 2 for adding endorsements
- “Retooling to Teach Math and Science” scholarships
- Continuing Education – Districts / Higher Ed plan retooling programs

12-1-08: Recruitment Rept due to Leg

- District data on supply / demand in math and science
- Critical review of research and best practices
- Task Force – WASA, Higher Ed, Personnel Admin, WEA, AWSP, Gov's Office, SBE, etc.
- Recommendations from PESB for Legislative Action

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www.pesb.wa.gov

EXTRA SLIDES

Who Prepares Teachers in WA?

- 21 PESB-Approved Higher Education Institution Preparation Programs (6 public, 15 private)
 - Some are:
 - Partnerships with school districts
 - Consortia with other institutions
 - Partnership with out-of-state institutions
 - Growing variety of program designs
 - Baccalaureate
 - Masters in Teaching
 - Post-Baccalaureate Cert-Only

Who May Prepare Teachers in WA?

- Alternative Routes
 - Full-time Classroom-based mentored internships
 - Shortage areas
 - Mid-career professionals and experienced paraeducators
- New Programs
 - Must show add value to field (shortage, geographic reach, new design)
 - Still have areas without reasonable geographic access
- Considering
 - Out-of-state / online institutions operating in WA
 - Role of community colleges

How?

	Traditional System	WA Implementing
Preparation	Uniform sequence of courses and credits. Primarily campus-based. Little opportunity for immediate application of theory into classroom setting. Little assessment of prior learning/experience.	Greater variance of entry points. More site-based programs with greater opportunity for immediate classroom application of new knowledge and skills. Routine assessment of prior knowledge and experience to create more individualized preparation plans
Certification	Successful completion of courses and credits	Completed when successfully demonstrate competencies against defined standards

How ensure program quality?

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What – from the candidate's perspective

- BA from regionally accredited institution (for admission)
- Pass the Basic Skills Test (WEST-B) – for admission
- Complete an approved preparation program
- Pass the Subject Knowledge Test
 - For admission at post-bacc / grad programs

Certificate = Level of Certificate (residency / professional) + subject matter endorsement(s)

Second Tier Certification / Continuing Education

- Professional Certificate
 - Generally expected to complete within first five years
 - Complete higher education pro cert program
 - Job-embedded / performance based
 - Uniform and external portfolio assessment – required 1/1/10
- Certificate Renewal / Continuing Education / Professional Development
 - Professional Growth Plans – incorporate higher ed coursework
 - Credits / clock hours
 - Professional / staff development
- Adding Endorsements / Retooling / Advanced Degree / Specializations

What? – preparation must consist of . . .

- Formalized learning opportunities / coursework
 - Needed/additional content coursework for gaining subject endorsement (not always)
 - Standard V – knowledge and skills for all teachers
 - Instructional strategies, classroom management, theory/research, etc.
- Field Experience
 - Vary in length; competency-based
 - “integrated throughout”, “sufficient to demonstrate competency”
- Performance-Based Pedagogy Assessment
- Professional Growth Plan