

Chapter 181-78A WAC

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

WAC			
	GENERAL		
181-78A-003	Authority.		
181-78A-005	Purpose.		
181-78A-007	Minimum state standards.		
181-78A-010	Definition of terms.		
181-78A-025	Program approval.		
	GENERAL APPROVAL PROVISIONS		
181-78A-100	Existing approved programs.		
181-78A-105	Procedures for initial approval of an educator preparation program.		
181-78A-110	Length of time for which program approval status shall be granted.		
181-78A-115	Disapproved programs.		
181-78A-120	Procedures for reestablishment of approval status for an educator preparation program.		
181-78A-125	Field placement agreements.		
181-78A-130	Approval of preparation program offered by an out-of-state institution or organization within the state applicable to certification.		
181-78A-132	Programs approved in other states operating field experiences in Washington state.		
181-78A-136	Responsibilities of deans, directors, or other designated administrators.		
	PROFESSIONAL EDUCATION ADVISORY BOARDS—GENERAL PROVISIONS		
181-78A-205	Required professional education advisory board.		
181-78A-207	Qualification to be appointed to an institution or organization professional education advisory board.		
181-78A-209	Professional education advisory boards—Membership.		
181-78A-210	Joint professional education advisory board.		
181-78A-215	Substitute pay for members of professional education advisory boards.		
	RESIDENCY CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARDS—GENERAL		
181-78A-220	Program approval standards for approved preparation programs.		
181-78A-225	Acceptance of alternative standards.		
	RESIDENCY CERTIFICATE PROGRAMS—SPECIFIC PROGRAM APPROVAL STANDARD—PROFESSIONAL EDUCATION ADVISORY BOARD		
181-78A-250	Approval standards professional education advisory board.		
	RESIDENCY CERTIFICATE PROGRAMS—SPECIFIC PROGRAM APPROVAL STANDARD—ACCOUNTABILITY		
181-78A-255	Approval standard—Accountability.		
	RESIDENCY CERTIFICATE PROGRAMS—SPECIFIC PROGRAM APPROVAL STANDARD—RESOURCES		
181-78A-261	Approval standard—Program resources and governance.		
	RESIDENCY CERTIFICATE PROGRAMS—SPECIFIC PROGRAM APPROVAL STANDARD—PROGRAM DESIGN		
181-78A-264	Approval standard—Program design.		
	RESIDENCY CERTIFICATE PROGRAMS—SPECIFIC PROGRAM APPROVAL STANDARD—KNOWLEDGE AND SKILLS		
181-78A-270	Approval standard—Knowledge and skills.		
		181-78A-272	Approval of residency certificate preparation programs for principals/program administrators, school psychologists, school counselors and school social workers.
			OTHER PROGRAM APPROVAL REQUIREMENTS
		181-78A-307	Course work/internship waiver.
		181-78A-308	Special consideration for certain former para-educators.
		181-78A-310	Program approval—Teachers, collaboration with K-12 schools.
		181-78A-330	Demographic information.
			ADMINISTRATOR INTERNSHIPS
		181-78A-400	Internship standards—State-funded administrator interns.
			PROFESSIONAL CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARDS—GENERAL PROVISIONS
		181-78A-500	Professional certificate program approval.
		181-78A-507	Overview—Principal/program administrator professional certificate programs.
		181-78A-509	Overview—Educational staff associate—School counselor/school psychologist/school social worker professional certificate programs.
		181-78A-510	Responsibilities of the professional certificate administrator.
		181-78A-515	Program approval standards for professional certificate approved programs.
			PROFESSIONAL CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARD—SPECIFIC—PROFESSIONAL EDUCATION ADVISORY BOARD
		181-78A-520	Approval standard—Professional education advisory board.
			PROFESSIONAL CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARD—SPECIFIC—ACCOUNTABILITY
		181-78A-525	Approval standard—Accountability.
			PROFESSIONAL CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARD—SPECIFIC—RESOURCES
		181-78A-530	Approval standard—Resources.
			PROFESSIONAL CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARD—SPECIFIC—PROGRAM DESIGN
		181-78A-535	Approval standard—Program design.
			PROFESSIONAL CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARD—SPECIFIC—KNOWLEDGE AND SKILLS
		181-78A-540	Approval standard—Knowledge and skills.
		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.
			DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER
		181-78A-151	Preparation of superintendents. [06-02-051, recodified as § 181-78A-151, 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). 99-01-174, § 180-78A-151, filed 12/23/98, effective 1/23/99.] Repealed

by 11-01-047, filed 12/7/10, effective 1/7/11. Statutory Authority: RCW 28A.410.210.

- 181-78A-200 Basic skills. [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. 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). 99-01-174, § 180-78A-200, filed 12/23/98, effective 1/23/99.] Repealed by 11-01-047, filed 12/7/10, effective 1/7/11. Statutory Authority: RCW 28A.410.210.
- 181-78A-315 Program approval requirement—Field experience for school counselors. [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). 99-01-174, § 180-78A-315, filed 12/23/98, effective 1/23/99.] Repealed by 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. [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). 99-01-174, § 180-78A-317, filed 12/23/98, effective 1/23/99.] Repealed by 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. 07-19-059, § 181-78A-319, filed 9/14/07, effective 10/15/07. 06-02-051, recodified as § 181-78A-319, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. 05-15-022, § 180-78A-319, filed 7/7/05, effective 8/7/05; 04-21-038, § 180-78A-319, filed 10/15/04, effective 11/15/04.] Repealed by 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. 09-20-093, § 181-78A-325, filed 10/6/09, effective 11/6/09. Statutory Authority: RCW 28A.410.210. 06-14-010, § 181-78A-325, filed 6/22/06, effective 7/23/06. 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. 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). 99-01-174, § 180-78A-325, filed 12/23/98, effective 1/23/99.] Repealed by 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. 07-04-004, § 181-78A-505, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-505, filed 6/22/06, effective 7/23/06. 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]. 05-15-054, § 180-78A-505, filed 7/12/05, effective 8/12/05. Statutory Authority: RCW 28A.210.160. 03-23-037, § 180-78A-505, filed 11/12/03, effective 12/13/03. Statutory Authority: RCW 28A.410.010. 03-04-025, § 180-78A-505, filed 1/27/03, effective 2/27/03. Statutory Authority: RCW 28A.305.130 and 28A.410.010. 02-18-037, § 180-78A-505, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010. 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). 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). 99-01-174, § 180-78A-505, filed 12/23/98, effective 1/23/99.] Repealed by 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. 06-14-010, § 181-78A-003, filed 6/22/06, effective 7/23/06. 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). 99-01-174, § 180-78A-003, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.305.130. 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. 11-01-047, § 181-78A-005, filed 12/7/10, effective 1/7/11; 06-14-010, § 181-78A-005, filed 6/22/06, effective 7/23/06. 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). 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). 99-01-174, § 180-78A-005, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.305.130. 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. 11-01-047, § 181-78A-007, filed 12/7/10, effective 1/7/11. 06-02-051, recodified as § 181-78A-007, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130. 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."

(a) Principal/program administrator "professional growth team," for the purpose of professional certification, means a team comprised of the candidate for the professional certificate, a district representative or designee, a professional association representative, and a college or university advisor. "Professional growth team," for the purpose of renewal of the professional certificate, means a team comprised of the individual renewing the certificate and the superintendent, or superintendent designee or appointed representative.

(b) School counselor, school psychologist, and school social worker "professional growth team" for the purpose of professional certification, means a team comprised of the candidate for the professional certificate, a college/university program administrator/designee, and a colleague/peer from the same professional role specified by the candidate. A district representative is also required to serve on the professional growth team. Provided that, a candidate may petition the university to have membership of a district representative waived.

(12) "Individual 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.

(13) "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, 10-08-030, § 181-78A-010, filed 3/31/10, effective 12/1/11; 09-22-023, § 181-78A-010, filed 10/26/09, effective 12/1/11; 07-19-056, § 181-78A-010, filed 9/14/07, effective 10/15/07; 06-14-010, § 181-78A-010, filed 6/22/06, effective 7/23/06, 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], 04-21-038, § 180-78A-010, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010, 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), 01-19-080, § 180-78A-010, filed 9/19/01, effective 10/20/01; 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), 99-01-174, § 180-78A-010, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.410.010 and 28A.305.130, 98-01-025, § 180-78A-010, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.305.130, 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.

[06-02-051, recodified as § 181-78A-025, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130, 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 stan-

dards board, which shall provide assistance to programs in the revision of their existing programs.

(1) All professional education programs shall be reviewed for approval under the 1997 program approval standards of chapter 181-78A WAC by August 31, 2000. Colleges and universities may permit individuals accepted into teacher preparation programs on or before August 31, 2000, to obtain certification by meeting requirements of programs approved under approval standards described in chapter 181-78 WAC if the individuals complete the program on or before August 31, 2003, and the college or university verifies program completion to the superintendent of public instruction on or before December 31, 2003: Provided, That the professional educator standards board or its designee may waive this deadline on a case-by-case basis.

(2) All principal/program administrator programs shall be reviewed for approval under the 2002 program approval standards of chapter 181-78A WAC by August 31, 2004. Colleges and universities may permit individuals accepted into principal/program administrator programs on or before August 31, 2004, to obtain a residency certificate by meeting requirements of programs approved under 1997 approval standards described in chapter 181-78A WAC if the individuals complete the program on or before August 31, 2006, and the college or university verifies program completion to the superintendent of public instruction on or before December 31, 2006. Provided, That the professional educator standards board or its designee may waive this deadline on a case-by-case basis.

(3) All school counselor or school psychologist programs shall be approved under the 2004 program approval standards of chapter 181-78A WAC by August 31, 2005. Colleges and universities may permit individuals accepted into the school counselor or school psychologist programs on or before August 31, 2005, to obtain a residency certificate by meeting requirements of programs approved under the 1997 approval standards described in chapter 181-78A WAC if the individuals complete the program on or before August 31, 2007, and the college or university verifies program completion to the superintendent of public instruction on or before December 31, 2007. Provided that the professional educator standards board or its designee may waive this deadline on a case-by-case basis.

(4) Individuals who completed a principal/program administrator program on or before August 31, 2004, shall be granted an initial certificate if the preparing college or university verifies completion by December 31, 2004. Individuals who complete an educational staff associate program on or before August 31, 2005, shall be granted an initial certificate if the preparing college or university verifies completion by December 31, 2005.

(5) Institutions shall be given at least one year notification prior to a professional educator standards board review for compliance with these standards: Provided, That if an institution requests a visit with less than a year's notice, the professional educator standards board shall consider that request.

(6) 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 the 1997 program approval standards. In determining the schedule for site visits, the board shall take into consideration the partnership agreement between the state and the National Council for the Accreditation of Teacher Education (NCATE) as such agreement relates to the NCATE accreditation cycle and allow NCATE accredited colleges/universities to follow the NCATE schedule for their state site visit. Non-NCATE accredited colleges/universities shall have a state approval site visit every five years. The professional educator standards board may require more frequent site visits at their discretion pursuant to WAC 181-78A-110(2).

(7) 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 and to provide assessment data relative to the performance standards to the professional educator standards board for the year prior to the site visit.

(a) Institutions shall follow professional educator standards board posted timelines to submit an institutional report that shall:

(i) Describe how the program approval standards are met for each educator preparation program scheduled for review (NCATE reports may fulfill this requirement);

(ii) Describe how "unmet" standards or program weaknesses, identified during the previous site visit, have been corrected;

(iii) Describe major program(s) changes implemented since the last site visit;

(iv) Summarize all WEST-E data since the last site visit;

(v) Summarize all program completer survey data compiled since the last site visit;

(vi) Include all professional education advisory board reports submitted since the last site visit;

(vii) Summarize complaints related to the program(s) and actions taken to remedy the complaints; and

(viii) Describe the criteria used by the program(s) to assess, in multiple ways over time, its candidates' knowledge and skills, including evidence of positive impact on student learning.

(b) The site visit shall be conducted 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 designated professional educator standards board staff member shall serve as team leader. 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.

(c) The site visit shall be conducted in compliance with the protocol and process adopted and published by the professional educator standards board.

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

(e) Institutions may submit a reply to the report within two weeks following receipt of the report. The reply may address issues for consideration, including a request for appeal per subsection (g) of this section, limited to factual errors, 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.

(f) In considering the report, the professional educator standards board may grant approval according to WAC 181-78A-110 and 181-78A-100(6).

(g) 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.

(8) Institutions seeking National Council for the Accreditation of Teacher Education, 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, 12-02-028, § 181-78A-100, filed 12/28/11, effective 1/28/12; 10-08-017, § 181-78A-100, filed 3/29/10, effective 4/29/10; 08-16-005, § 181-78A-100, filed 7/23/08, effective 8/23/08; 06-24-082, § 181-78A-100, filed 12/5/06, effective 1/5/07; 06-14-010, § 181-78A-100, filed 6/22/06, effective 7/23/06. 06-02-051, recodified as § 181-78A-100, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, 05-15-052, § 180-78A-100, filed 7/12/05, effective 8/12/05; 05-04-056, § 180-78A-100, filed 1/28/05, effective 2/28/05; 04-21-038, § 180-78A-100, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010, 04-04-090, § 180-78A-100, filed 2/3/04, effective 3/5/04; 02-18-037, § 180-78A-100, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 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), 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) Advise the professional educator standards board of its desire to establish a preparation program.

(2) Develop with the assistance of the professional education advisory board a written preproposal plan which addresses all preproposal components adopted and published by the professional educator standards board and submit such plan to the designated official of the professional educator standards board for review and comment.

(3) Submit such plan to the professional educator standards board. The institution or organization may be granted approval for full proposal development or denied approval.

(a) If approved, the institution or organization shall comply with the following:

(12/28/11)

(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 includes the following:

(A) Timelines for the implementation of all applicable program approval standards during the first year of the program;

(B) The criteria that the program will use to assess, in multiple ways over time, its candidates' knowledge and skills including evidence related to positive impact on student learning (WAC 181-78A-205(4));

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

(D) Letters of support from partnership districts and/or other agencies.

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

(A) The program may be conditionally 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 not approved, the institution or organization may resubmit its revised plan or request a contested hearing via an appeal team appointed by the professional educator standards board.

(B) Prior to the expiration of approval, staff of the professional educator standards board shall conduct a site visit and/or other forms of documentation to determine if the program is in full compliance with the 1997 program approval standards; provided that a college/university 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.

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

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

dence that must be considered to regain full approval, the board may specify the requirement of a:

- (i) Focused-site visit related to unmet standards; or
- (ii) Written report, related to unmet standards.
- (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. 10-23-078, § 181-78A-110, filed 11/15/10, effective 12/16/10; 06-24-082, § 181-78A-110, filed 12/5/06, effective 1/5/07; 06-14-010, § 181-78A-110, filed 6/22/06, effective 7/23/06. 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). 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). 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 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. 10-23-078, § 181-78A-115, filed 11/15/10, effective 12/16/10; 06-14-010, § 181-78A-115, filed 6/22/06, effective 7/23/06. 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). 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 edu-

cator 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. 10-23-078, § 181-78A-120, filed 11/15/10, effective 12/16/10; 06-14-010, § 181-78A-120, filed 6/22/06, effective 7/23/06. 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). 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) Candidates will not be placed in settings in which personal relationships or previous experiences could interfere with objective evaluation of candidates.
- (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. 11-23-073, § 181-78A-125, filed 11/15/11, effective 12/16/11; 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. 11-01-047, § 181-78A-130, filed 12/7/10, effective 1/7/11. 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). 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 institutions(s) and number of placements.

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

(12/28/11)

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. 11-01-047, § 181-78A-136, filed 12/7/10, effective 1/7/11; 06-14-010, § 181-78A-136, filed 6/22/06, effective 7/23/06. 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). 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.
- (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 man-

ner, shall not cause the preparation program to lose its approval status.

[Statutory Authority: RCW 28A.410.210. 12-02-028, § 181-78A-205, filed 12/28/11, effective 1/28/12; 11-01-047, § 181-78A-205, filed 12/7/10, effective 1/7/11; 09-20-110, § 181-78A-205, filed 10/7/09, effective 11/7/09; 06-14-010, § 181-78A-205, filed 6/22/06, effective 7/23/06. 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). 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. 11-01-047, § 181-78A-207, filed 12/7/10, effective 1/7/11; 09-20-110, § 181-78A-207, filed 10/7/09, effective 11/7/09; 07-04-004, § 181-78A-207, filed 1/24/07, effective 2/24/07. 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). 99-01-174, § 180-78A-207, filed 12/23/98, effective 1/23/99.]

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. 12-02-028, § 181-78A-209, filed 12/28/11, effective 1/28/12; 11-01-047, § 181-78A-209, filed 12/7/10, effective 1/7/11; 09-20-110, § 181-78A-209, filed 10/7/09, effective 11/7/09; 07-04-004, § 181-78A-209, filed 1/24/07, effective 2/24/07. 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). 02-04-018, § 180-78A-209, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.305.130 (1) and (2). 01-03-151, § 180-78A-209, filed 1/24/01, effective 2/24/01; 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). 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. 11-01-047, § 181-78A-210, filed 12/7/10, effective 1/7/11. 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). 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. 06-14-010, § 181-78A-215, filed 6/22/06, effective 7/23/06. 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). 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, school psychologist, and school social workers.

(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.

(12/28/11)

(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. 11-01-047, § 181-78A-220, filed 12/7/10, effective 1/7/11; 06-14-010, § 181-78A-220, filed 6/22/06, effective 7/23/06. 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). 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). 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). 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. 06-14-010, § 181-78A-225, filed 6/22/06, effective 7/23/06. 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). 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 college or university professional education advisory board has been established in accordance with WAC 181-78A-209.

(2) The educational service district professional education advisory board for a teacher professional certification

[Ch. 181-78A WAC—p. 9]

program has been established in accordance with WAC 181-78A-520.

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

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

(5) 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.

(6) 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.

(7) The professional education advisory board annually has seen, reviewed and approved an executive summary of the activities of the professional education advisory board. The college, university or educational service district has submitted the approved executive summary to the professional educator standards board.

(8) 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, 09-20-110, § 181-78A-250, filed 10/7/09, effective 11/7/09; 07-04-004, § 181-78A-250, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-250, filed 6/22/06, effective 7/23/06. 06-02-051, recodified as § 181-78A-250, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, 03-19-020, § 180-78A-250, filed 9/5/03, effective 10/6/03. Statutory Authority: RCW 28A.305.130 and 28A.410.010, 02-18-037, § 180-78A-250, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) through (4), 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), 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 educator preparation program shall maintain an assessment system that:

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

(b) Systematically and comprehensively gathers evidence on:

(i) Candidate learning;

(ii) Program operations, including placement rates, clinical experiences, and candidate characteristics.

(c) Collects candidate work samples that document positive impact on student learning.

(d) Aggregates key data over time.

(e) Incorporates perspectives of faculty, candidates, and P-12 partners.

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

(g) Provides for regular analysis of assessment results.

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

(2) Each approved program shall reach agreement with the professional educator standards board on the delivery of data as described in a memorandum of understanding. The memorandum will detail the minimum data requirements for approved programs.

[Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468], 10-17-029, § 181-78A-255, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210, 06-14-010, § 181-78A-255, filed 6/22/06, effective 7/23/06. 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), 02-04-014, § 180-78A-255, filed 1/24/02, effective 2/24/02; 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), 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

(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, 10-23-028, § 181-78A-261, filed 11/8/10, effective 12/9/10; 09-20-100, § 181-78A-261, filed 10/7/09, effective 11/7/09; 06-14-010, § 181-78A-261, filed 6/22/06, effective 7/23/06, 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), 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), 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. Building on the mission to prepare educators who demonstrate a positive impact on student learning, evidence shall be evaluated to determine whether each preparation program is in compliance with the program design standard of WAC 181-78A-220(4):

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

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

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

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

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

(2) Recruitment, admission, retention, and transition to the field.

(12/28/11)

(a) Programs recruit, admit, retain, and transition candidates to the field who:

(i) Demonstrate the content and pedagogical knowledge and skills for success as educators in schools;

(ii) Demonstrate the dispositions of a professional educator;

(iii) Address the program, state and partner districts' goals for increasing underrepresented populations in the workplace;

(iv) Address the content areas identified by work force data of the state and region.

(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.

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

(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 opportunity to work in communities with populations dissimilar to the background of the candidate;

(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 pedagogy 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) Program and faculty 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. 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]. 10-17-029, § 181-78A-264, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210. 10-07-077, § 181-78A-264, filed 3/17/10, effective 4/17/10; 06-14-010, § 181-78A-264, filed 6/22/06, effective 7/23/06. 06-02-051, recodified as § 181-78A-264, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. 05-23-040, § 180-78A-264, filed 11/9/05, effective 12/10/05; 04-21-038, § 180-78A-264, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.410.010. 03-19-021, § 180-78A-264, filed 9/5/03, effective 10/6/03. Statutory Authority: RCW 28A.305.130 (1) through (4). 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). 01-03-153, § 180-78A-264, filed 1/24/01, effective 2/24/01; 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). 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. Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), 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(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.

(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. 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) Effective August 31, 1997, through August 31, 2004, principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in an approved preparation program which shall include:

(i) Specific performance domains. An approved preparation program shall require the candidate to demonstrate in course work and the internship the following:

(A) **Leadership:** Formulating goals with individuals or groups; initiating and maintaining direction with groups and guiding them to the accomplishment of tasks; setting priorities for one's school in the context of community and district priorities and student and staff needs; integrating own and others' ideas for task accomplishment; initiating and planning organizational change.

(B) **Information collection:** Gathering data, facts, and impressions from a variety of sources about students, parents, staff members, administrators, and community members;

seeking knowledge about policies, rules, laws, precedents, or practices; managing the data flow; classifying and organizing information for use in decision making and monitoring.

(C) **Problem analysis:** Identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes; identifying additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues.

(D) **Judgment:** Reaching logical conclusions and making high quality, timely decisions given the best available information.

(E) **Organizational oversight:** Planning and scheduling one's own and others' work so that resources are used appropriately, and short-term and long-term priorities and goals are met; monitoring projects to meet deadlines.

(F) **Implementation:** Making things happen; putting programs and plans into action; applying management technologies; applying methods of organizational change including collaborative processes; facilitating tasks; establishing progress checkpoints; considering alternative approaches; providing "mid-course" corrections when actual outcomes start to diverge from intended outcomes; adapting to new conditions.

(G) **Delegation:** Assigning projects or tasks together with clear authority to accomplish them and responsibility for their timely and acceptable completion.

(H) **Instructional program:** Envisioning and enabling instructional and auxiliary programs for the improvement of teaching and learning; recognizing the developmental needs of students; insuring appropriate instructional methods that address students' gender and cultural differences; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.

(I) **Curriculum design:** Interpreting school district curricula; planning and implementing with staff a framework for instruction that shall include the implementation of the state learning goals and essential academic learning requirements; initiating needs analyses and monitoring social and technological developments as they affect curriculum; responding to international content levels; adjusting content as needs and conditions change.

(J) **Student guidance and development:** Providing for student guidance, counseling, and auxiliary services; utilizing community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities.

(K) **Staff development:** Identifying with participants the professional needs of individuals and groups; planning and organizing programs to improve staff effectiveness; supervising individuals and groups; engaging staff and others to plan and participate in recruitment and development; initiating self-development.

(L) **Measurement and evaluation:** Determining what diagnostic information is needed about students, staff, and the school environment; examining the extent to which outcomes meet or exceed previously defined standards, goals, or

priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; developing equivalent measures of competence.

(M) **Resource allocation:** Planning and developing the budget with appropriate staff; seeking, allocating, and adjusting fiscal, human, and material resources; utilizing the physical plant; monitoring resource use and reporting results.

(N) **Motivating others:** Building commitment to a course of action; creating and channeling the energy of self and others; planning and encouraging participation; supporting innovation; recognizing and rewarding effective performance; providing coaching, guidance, or correction for performance that needs improvement; serving as a role model.

(O) **Sensitivity:** Perceiving the needs and concerns of others; dealing with others tactfully; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural sensitivities.

(P) **Oral expression:** Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing, and summarizing for groups; utilizing appropriate communicative aids; adapting for audiences.

(Q) **Written expression:** Expressing ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents; preparing brief memoranda.

(R) **Philosophical and cultural values:** Acting with a reasoned understanding of the role of education in a democratic society and in accord with accepted ethical standards; recognizing philosophical and historical influences in education; reflecting an understanding of American culture, including current social and economic issues related to education; recognizing global influences on students and society.

(S) **Legal and regulatory applications:** Acting in accordance with relevant federal and Washington state laws, rules, and policies; recognizing governmental influences on education; working within local rules, procedures, and directives; administering contracts.

(T) **Policy and political influences:** Identifying relationships between public policy and education; recognizing policy issues; examining and affecting policies individually and through professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues.

(U) **Public and media relationships:** Developing common perceptions about school issues; interacting with parental and community opinion leaders; understanding and responding skillfully to the electronic and printed news media; initiating and reporting news through appropriate channels; enlisting public participation; recognizing and providing for market segments.

(ii) Performance assessment. An approved preparation program for principals shall require that prior to the internship each candidate shall engage in a performance assessment through a process determined by each preparation program. The results of this assessment shall be utilized by the college/university supervisor, the cooperating principal, and the principal candidate to cooperatively design the internship plan.

(b) Effective September 1, 2004, 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:

(i) Successful demonstration of standards.

(A) A school administrator is an educational leader who promotes 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 and community stakeholders;

(B) A school administrator is an educational leader who promotes the success of each student by leading through advocating, nurturing, and sustaining district/school cultures and coherent instructional programs that are conducive to student learning and staff professional growth;

(C) A school administrator is an educational leader who promotes the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(D) A school administrator is an educational leader who promotes 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 school administrator is an educational leader who promotes the success of each student by acting with integrity, fairness, and in an ethical manner; and

(F) A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

(ii) 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 and published by the office of the superintendent of public instruction. 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.

(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 school administrator is an educational leader who promotes 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 and community stakeholders;

(b) A school administrator is an educational leader who promotes the success of each student by leading through advocating, nurturing, and sustaining district/school cultures and coherent instructional programs that are conducive to student learning and staff professional growth;

(c) A school administrator is an educational leader who promotes the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(d) A school administrator is an educational leader who promotes 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 school administrator is an educational leader who promotes the success of each student by acting with integrity, fairness, and in an ethical manner; and

(f) A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(4) **SCHOOL COUNSELOR.** Effective August 31, 1997 through August 31, 2005, school counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Human growth and development (studies that provide an understanding of the nature and needs of individuals at all developmental levels).

(b) Social and cultural foundations (studies that provide an understanding of issues and trends in a multicultural and diverse society).

(c) Helping relationships (studies that provide an understanding of counseling and consultation processes).

(d) Group work (studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches).

(e) Career and lifestyle development (studies that provide an understanding of career development and related life factors).

(f) Appraisal (studies that provide an understanding of individual and group approaches to assessment and evaluation), including assessment of the state learning goals and essential academic learning requirements.

(g) Research and program evaluation (studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research).

(h) Professional orientation (studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing).

(i) Foundations of school counseling including:

(i) History, philosophy, and trends in school counseling;

(ii) Role and function of the school counselor in conjunction with the roles of the professional and support personnel in the school;

(iii) Knowledge of the school setting and curriculum including the state learning goals and essential academic learning requirements;

(iv) Ethical standards and guidelines of the American School Counselor Association (ASCA);

(v) State and federal policies, laws, and legislation relevant to school counseling; and

(vi) Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling.

(j) Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community including:

(i) Referral of children and adolescents for specialized help;

(ii) Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives;

(iii) Methods of integration of guidance curriculum in the total school curriculum;

(iv) Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; and

(v) Methods of planning and presenting guidance-related educational programs for school personnel and parents.

(k) Theory, knowledge and skills for the practice of school counseling including:

(i) Program development, implementation and evaluation. Studies in this area include:

(A) Use of surveys, interviews, and needs assessments;

(B) Design, implementation and evaluation of a comprehensive, developmental school program;

(C) Implementation and evaluation of specific strategies designed to meet program goals and objectives;

(D) Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program; and

(E) Use of appropriate technology and information systems.

(ii) Counseling and guidance. Studies in this area include:

(A) Individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents;

(B) Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks;

(C) Approaches to peer helper programs;

(D) Issues which may affect the development and function of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, exceptionality, substance abuse, violence, suicide, dropout);

(E) Developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, career and technical education, and career options);

(F) Crisis intervention and referral; and

(G) System dynamics, including family, school, community, etc.

(iii) Consultation. Studies in this area shall include:

(A) Methods of enhancing teamwork within the school community; and

(B) Methods of involving parents, teachers, administrators, support staff and community agency personnel.

(5) **SCHOOL COUNSELOR.** Effective September 1, 2005, 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) **Foundations of the school counseling profession:** Certified school counselors design, deliver, and evaluate student-centered, data-driven school counseling programs that

advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.

(ii) **School counseling and student competencies:** Certified school counselors integrate academic, career, and personal/social student competencies, including Washington state learning goals and essential academic learning requirements, into the school counseling program; teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living, and working; and provide information about best practices to a school community.

(iii) **Human growth and development:** Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning, well-being, and to enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among subgroups of students.

(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(vii) **Collaboration with school staff, family, and community:** Certified school counselors work collaboratively with school staff, families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

(viii) **Information resources and technology:** Certified school counselors select and use informational resources and technology to facilitate delivery of a comprehensive school counseling program that meets student needs; and skillfully use technology to enhance communication.

(ix) **Student assessment and program evaluation:** Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

(x) **Leadership and advocacy:** Certified school counselors support practices and policies that promote academic rigor-skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

(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 and published by the office of the superintendent of public instruction. 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.

(6) **SCHOOL PSYCHOLOGIST.** Effective August 31, 1997, through August 31, 2005, school psychologist candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Knowledge of the field. The candidate has knowledge and skill in relevant fields of study, including:

- (i) Learning theory.
- (ii) Personality theory and development.
- (iii) Individual and group testing and assessment.
- (iv) Individual and group counseling and interviewing theory and techniques.
- (v) Basic statistics.
- (vi) Child development.
- (vii) Exceptional children.
- (viii) Social and cultural factors.
- (ix) Deviant personality.

(x) Curriculum, including the state learning goals and essential academic learning requirements.

(xi) Research design.

(xii) Physiological and biological factors.

(b) Assessment and diagnosis. The candidate has knowledge and skill necessary to select, administer, score, and interpret instruments and techniques in the following areas:

(i) Intellectual and cognitive assessment.

(ii) Individual and group academic skills: Standardized norm-referenced and criteria-referenced measurements and curriculum-based measurements.

(iii) Personality assessment.

(iv) Assessment of perceptual skills.

(v) Assessment of adaptive behavior; assessment of language skills.

(c) Behavioral observation and analysis. The candidate has knowledge and skill in behavior observation, including:

(i) Data taking.

(ii) Frequency measures.

(iii) Qualitative and quantitative analysis of classroom behavior.

(iv) Developmental and personality analysis, including perceptual, cognitive, social, and affective and language development in children.

(d) Counseling and interviewing. The candidate has the knowledge and skill necessary to:

(i) Provide individual and group counseling to students and parents.

(ii) Conduct interviews essential to information collecting from parents, teachers, and other professionals.

(e) Program development. The candidate has the knowledge and skill to make educational prescriptions, including specification of remedial environmental changes, both curricular and behavioral, for a particular student.

(f) Consultation. The candidate has the knowledge and skill to:

(i) Function on multidisciplinary teams in evaluating and placing students.

(ii) Confer with and make recommendations to parents, specialists, teachers, referral personnel, and others relative to student's characteristics and needs in the educational and home environments.

(g) Program evaluation and recordkeeping. The candidate has the knowledge and skill necessary to develop and implement program evaluation and maintain required records.

(h) Professionalism. The candidate has knowledge of professional standards regarding ethical and legal practices relevant to the practice of school psychology. The candidate demonstrates knowledge and skill in written and oral reporting of assessment and remedial recommendations which will meet ethical and legal standards.

(i) Research. The candidate has knowledge and skill to:

(i) Evaluate and perform research.

(ii) Apply school-oriented research.

(iii) Construct criterion-referenced instruments with reference to such educational decisions as:

(A) Retention in grade.

(B) Acceleration and early entrance.

(C) Early entrance.

(7) **School psychologist.** Effective September 1, 2005, school psychologist 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) **Data-based decision making and accountability:** Certified school psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, evaluate the outcomes of services; and data-based decision making permeates every aspect of professional practice.

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

(iii) **Effective instruction and development of cognitive/academic skills:** Certified school psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; collaborate with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions, including, but not limited to, instructional interventions and consultation.

(iv) **Socialization and development of life skills:** Certified school psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills; collaborate with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions, including, but not limited to, consultation, behavioral assessment/intervention, and counseling.

(v) **Student diversity in development and learning:** Certified school psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

(vi) **School and systems organization, policy development, and climate:** Certified school psychologists have knowledge of general education, special education, and other educational and related services; understanding of schools and other settings as systems; work with individuals and groups to facilitate policies and practices that create and

maintain safe, supportive, and effective learning environments for children and others.

(vii) **Prevention, crisis intervention, and mental health:** Certified school psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

(viii) **Home/school/community collaboration:** 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; work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

(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.

(x) **School psychology practice and development:** Certified school psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards, including the Washington Administrative Code; practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

(xi) **Information technology:** Certified school psychologists have knowledge of information sources and technology relevant to their work; access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

(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 and published by the office of the superintendent of public instruction. 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.

(8) **SCHOOL SOCIAL WORKER.** Effective August 31, 1997, through August 31, 2005, school social worker candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Knowledge for social work practice. The candidate has knowledge and skills in relevant fields of study including:

(i) Values.

(A) Knowledge of profession including values, skills, and ethics; and

(B) National Association of Social Workers (NASW) Code of Ethics and school social work guidelines for practice.

(ii) Human behavior and the social environment.

(A) Community theory and community change (e.g., community organization and development, social planning, networking, and case management);

(B) Systems and organizational theory (e.g., school as a bureaucracy);

(C) Social disorganization (e.g., poverty, family and community violence, unemployment, addictions, multiple losses), and context of family in a changing society;

(D) Family dynamics and theories of family therapy;

(E) Human/child growth and development;

(F) Diverse populations of: Race, culture, social class, lifestyle, age, gender and the disabled;

(G) Theories of personality; and

(H) Use of computer technology for social work practice.

(b) Service delivery and program development. The candidate will have knowledge and skills in the following activities:

(i) Direct practice.

(A) Referring, developing, and coordinating resources and services in the local education agency and community;

(B) Knowledge and skills related to families;

(C) Case management;

(D) Working with vulnerable and "hard to reach" individuals and families, including those from diverse populations;

(E) Crisis intervention, conflict resolution, stress management and decision-making skills;

(F) Individual and group counseling to improve students' self-knowledge and interactional skills for personal empowerment;

(G) Interviewing and counseling students in relation to social-personal problems adjudged to be impairing student's ability to learn;

(H) Family interventions including parent education; referral to resources; family counseling;

(I) Teaching children communication and interpersonal relationship skills through individual/group/classroom interventions;

(J) Collaborating and consulting with parents and community to assure readiness to learn for all students;

(K) Multidimensional assessment of student's social-emotional adjustment, adaptive behaviors, individual strengths, and environmental assets;

(L) Intervention case planning processes; and

(M) Career and academic guidance to students in their school to work transitions.

(ii) Indirect practice.

(A) Liaison and facilitator between and among home, school and community;

(B) Collaborate and consult with other educational staff to assure student progress;

(C) Use computer technology for practice and efficiency;

(D) Develop strategies for increased parental and community involvement with the school;

(E) Develop programs of remediation for students and their families;

(F) Design, coordinate and facilitate programs such as suicide prevention, truancy and drop-out prevention, and prevention of teenage pregnancy;

(G) Provide staff development programs;

(H) Work collaboratively with educational staff to develop programs to address school-community identified needs; and

(I) Function as change agents.

(c) Research and evaluation. The candidate will have necessary skills and knowledge to:

(i) Collect and interpret data in order to evaluate student, school, and community needs;

(ii) Evaluate own practice;

(iii) Become consumer of research findings;

(iv) Understand use of program evaluation methods; and

(v) Utilize computer technology for research and evaluation.

(d) Context for educational system. The candidate will have necessary knowledge and skills to apply the following:

(i) State learning goals and essential academic learning requirements;

(ii) Theories of learning;

(iii) School law and professional ethics;

(iv) Computer technology in the workplace; and

(v) Understanding of policies, laws, and procedures.

(9) **School social workers.** Effective September 1, 2005, school social worker 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) **Core concepts and professional practice foundations:** The certified school social worker understands and applies the core concepts, tools of inquiry, theories, and skills and values of the general field of social work to the educational system; relates these core concepts to the Washington state learning goals, essential academic learning requirement (EALRS), Revised Code of Washington (RCW), Washington Administrative Code (WAC) and the Individuals With Disabilities Education Act (IDEA); and utilizes these constructs to facilitate the educational, social and emotional development of students by working towards reducing the impact of nonacademic barriers to academic success.

(ii) **Planning, ecological assessment and evaluation:** The certified school social worker understands and knows how to apply various formal and informal assessment tools to identify student, family, school and community needs using a strengths and systems perspective; engage students (individually or in groups), families, school staff and/or the larger community in designing interventions and developing programs, which bolsters the strengths and meets the needs identified; uses best practices in evaluation criteria to monitor the success of the intervention; revisions to the intervention plan are based on systematic data collection; and to utilize the principles of research design and program evaluation to improve student learning outcomes.

(iii) **Prevention/intervention services:** The certified school social worker has knowledge of and ability to provide

prevention education and skill building in such areas as violence, mediation, bullying, substance misuse and abuse, conflict resolution/management, and stress management; provide direct intervention services to students through crisis management, case management, counseling, skill building, behavior management, teaching of psycho-educational curriculums, personal development skills and classroom presentations; and provide both prevention and intervention services to students individually, in small group or classroom settings as well as with students' families.

(iv) **Home, school and community consultation and collaboration:** The certified school social worker understands and has the ability to develop consultative and collaborative relationships both individually and on a systemic level with students, colleagues, families and the community to support students' learning and social/emotional development; assist students and their families in networking with various social support systems in order to benefit student learning; and use their extensive knowledge of community resources to appropriately refer students and families to various community services.

(v) **Advocacy and facilitation:** The certified school social worker understands and has the ability to advocate and facilitate changes that empower students, families, educators and others to gain access to and effectively use school and community resources.

(vi) **Diversity and school climate:** The certified school social worker understands how a student's learning is influenced and impacted by culture, family dynamics, community values, individual learning styles, talents, gender, sexual orientation, language, prior learning, economics and disabilities; utilize this knowledge to design, implement and evaluate programs that enhance student learning and social interaction in school, family and community settings; and how to create and support a safe, nurturing and secure learning environment by designing and using strategies to prevent or resolve ecological barriers that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(vii) **Professional development:** The certified school social worker understands and values the need for professional development and is able to use supervision, consultation, collaboration, continuing education and professional research to evaluate and enhance their practice.

(viii) **Information resources and technology:** The certified school social worker uses informational resources and technology to communicate, monitor student progress and evaluate programs; and access, appraise and utilize information sources and technology in ways that safeguard and enhance their quality of services.

(ix) **Professional code of conduct and ethics:** The certified school social worker understands, maintains and applies the professional codes of conduct and ethical practice guidelines embodied in the National Association of Social Work (NASW) code of ethics and School Social Work standards developed for the field of education; and are familiar with district, state and federal laws and policies relevant to the educational setting.

(b) **Performance assessment.** An approved preparation program for school social workers shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the professional educator

standards board and published by the office of the superintendent of public instruction. 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.

[Statutory Authority: RCW 28A.410.210. 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], 10-17-029, § 181-78A-270, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210. 07-23-046, § 181-78A-270, filed 11/14/07, effective 12/15/07; 06-14-010, § 181-78A-270, filed 6/22/06, effective 7/23/06. 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]. 04-21-038, § 180-78A-270, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.410.010. 04-04-089, § 180-78A-270, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. 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). 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). 99-23-023, § 180-78A-270, 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). 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. 11-01-047, § 181-78A-272, filed 12/7/10, effective 1/7/11; 07-04-002, § 181-78A-272, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-272, filed 6/22/06, effective 7/23/06. 06-02-051, recodified as § 181-78A-272, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. 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. 11-01-047, § 181-78A-307, filed 12/7/10, effective 1/7/11. 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). 99-01-174, § 180-78A-307, filed 12/23/98, effective 1/23/99.]

[Ch. 181-78A WAC—p. 20]

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.

[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). 99-01-174, § 180-78A-308, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-310 Program approval—Teachers, collaboration with K-12 schools. An approved preparation program annually shall develop and implement a plan to enhance the level of collaboration and interaction between the program's faculty and K-12 schools in the state. The plan shall require, to the maximum extent feasible, that each member of the full-time teacher preparation faculty annually provide instruction to students in the K-12 classroom in a public or approved private school setting in the state of Washington, during the regular school year. The instruction that will be provided must be in accordance with RCW 28A.410.025 and applicable professional educator standards board rules.

[Statutory Authority: RCW 28A.410.210. 06-14-010, § 181-78A-310, filed 6/22/06, effective 7/23/06. 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). 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). 99-01-174, § 180-78A-310, 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. 06-14-010, § 181-78A-330, filed 6/22/06, effective 7/23/06. 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). 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

(12/28/11)

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.

(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. 11-01-047, § 181-78A-400, filed 12/7/10, effective 1/7/11; 06-14-010, § 181-78A-400, filed 6/22/06, effective 7/23/06. 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. 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). 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, school

(12/28/11)

psychologists, and school social workers 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, school psychologist, school social worker 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. 09-22-023, § 181-78A-500, filed 10/26/09, effective 12/1/11; 09-16-053, § 181-78A-500, filed 7/29/09, effective 8/29/09; 07-04-004, § 181-78A-500, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-500, filed 6/22/06, effective 7/23/06. 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]. 04-21-038, § 180-78A-500, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. 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). 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). 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. By September 1, 2007, all colleges and universities offering a professional certificate program for principals/program administrators must be in compliance with the new 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 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. 09-16-053, § 181-78A-507, filed 7/29/09, effective 8/29/09; 07-08-050, § 181-78A-507, filed 3/28/07, effective 4/28/07; 06-14-010, § 181-78A-507, filed 6/22/06, effective 7/23/06. 06-02-051, recodified as § 181-78A-507, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. 05-23-042, § 180-78A-507, filed 11/9/05, effective 12/10/05; 04-21-039, § 180-78A-507, filed 10/15/04, effective 11/15/04; 04-04-010, § 180-78A-507, filed 1/23/04, effective 2/23/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. 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/school social worker professional certificate programs. By September 1, 2008, all colleges and universities offering ESA professional certificate programs must be in compliance with the new program standards. To obtain a professional ESA

[Ch. 181-78A WAC—p. 21]

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 to be approved by the professional education advisory board (PEAB) or the professional growth team (PGT). 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. 07-19-056, § 181-78A-509, filed 9/14/07, effective 10/15/07; 07-04-005, § 181-78A-509, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-509, filed 6/22/06, effective 7/23/06. 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]. 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. 09-16-053, § 181-78A-510, filed 7/29/09, effective 8/29/09. 06-02-051, recodified as § 181-78A-510, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). 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). 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 accommo-

dates 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. 09-22-023, § 181-78A-515, filed 10/26/09, effective 12/1/11; 07-04-004, § 181-78A-515, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-515, filed 6/22/06, effective 7/23/06. 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). 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). 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 evidence shall be evaluated to determine whether each professional certificate program is in compliance with the program approval standards of WAC 181-78A-515(1).

College or university.

(1) The professional education advisory board established for the preservice program in accordance with WAC 181-78A-209 shall also serve as the professional advisory board for the professional certificate program.

(2) The professional education advisory board has participated in the development of the professional certificate program and has recommended approval of the proposed program prior to its submission to the professional educator standards board for approval.

(3) The professional education advisory board has reviewed the annual summary on the status of all candidates in the program required by WAC 181-78A-525(7).

(4) The professional education advisory board has made recommendation(s), as appropriate, for program changes to the professional certificate administrator who shall implement or respond to the recommendation(s) in a timely manner.

[Statutory Authority: RCW 28A.410.210. 09-22-023, § 181-78A-520, filed 10/26/09, effective 12/1/11; 09-16-053, § 181-78A-520, filed 7/29/09, effective 8/29/09; 07-04-004, § 181-78A-520, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-520, filed 6/22/06, effective 7/23/06. 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). 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). 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 evidence shall be evaluated to determine whether each professional certificate program is in compliance with the program approval standards of WAC

181-78A-515(2). Each college, university or educational service district shall:

(1) Submit for initial approval to the professional educator standards board a performance-based professional certificate program which shall include the program components specified in WAC 181-78A-535.

(2) Provide documentation that the respective professional education advisory board has participated in the development of and has approved the proposal.

(3) Identify the professional certificate administrator who shall be responsible for the administration of the professional certificate program.

(4) Delegate to the professional certificate administrator responsibility for reviewing or overseeing the following: Application for the professional certificate program; advising candidates once accepted; developing and implementing the individualized professional growth plan, the instruction and assistance components, and the assessment seminar; maintaining current records on the status of all candidates accepted into the professional certificate program; and serving as the liaison with the superintendent of public instruction certification office to facilitate the issuance of the professional certificates when candidates have met the required standards.

(5) Establish the admission criteria that candidates for the professional certificate shall meet to be accepted into the professional certificate program.

(6) Describe the procedures that the approved program will use to determine that a candidate has successfully demonstrated the standards and criteria for the professional certificate set forth in WAC 181-78A-540.

(7) Prepare an annual summary of the status of all candidates in the program and submit the summary to the respective professional education advisory board.

(8) Submit any additional information required to the respective professional education advisory board that it requests.

(9) Submit an annual report to the professional educator standards board as part of a less intensive evaluation cycle which will include the following:

(a) A summary of program requirements, linkages of the program to individual professional growth plans, linkages to school district and school improvement plans, and, to the extent possible, linkages to school district professional development programs where such programs are in place in school districts.

(b) A summary of program design, assessment procedures and program revisions in the previous year.

(c) The number of candidates completing the program during the period between September 1 and August 31.

(d) The number of candidates enrolled in the program.

(e) Other information related to the professional certificate program requested by the professional educator standards board.

(10) Facilitate an on-site review of the program when requested by the professional educator standards board to ensure that the program meets the state's program approval standards and to provide assessment data relative to the performance standards.

Provided, That subsequent to the initial program review specified in WAC 181-78A-105 on-site reviews shall be

(12/28/11)

scheduled concurrently with regularly scheduled reviews of residency educator preparations offered by the university or on a five-year cycle for programs offered through an educational service district; provided that the professional educator standards board may approve a variation in the schedule as it deems appropriate.

[Statutory Authority: RCW 28A.410.210. 09-22-023, § 181-78A-525, filed 10/26/09, effective 12/1/11; 09-16-053, § 181-78A-525, filed 7/29/09, effective 8/29/09; 07-15-053, § 181-78A-525, filed 7/13/07, effective 8/13/07; 07-04-004, § 181-78A-525, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-525, filed 6/22/06, effective 7/23/06. 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). 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). 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—Resources.

The following evidence shall be evaluated to determine whether each professional certificate program is in compliance with the resources program approval standard of WAC 181-78A-515(3):

(1) Administrators, faculty, and facilitators implementing the college, university or educational service district professional certificate program have appropriate qualifications (academic, experience, or both) for the roles to which they are assigned. Such responsibilities may be shared, when appropriate, among the collaborating agencies.

(2) The college, university or educational service district shall have responsibility for maintaining fiscal records and ensuring adequate financial support for the professional certificate program.

(3) Instructional, technological, and other needed resources shall be sufficient in scope, breadth, and recency to support the professional certificate program.

[Statutory Authority: RCW 28A.410.210. 09-22-023, § 181-78A-530, filed 10/26/09, effective 12/1/11; 07-04-004, § 181-78A-530, filed 1/24/07, effective 2/24/07; 06-14-010, § 181-78A-530, filed 6/22/06, effective 7/23/06. 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). 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). 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 design of the professional certificate program:

(1) Principal/program administrator.

(a) To be eligible to apply for enrollment in a professional certificate program, a candidate shall hold a contract as a principal, assistant principal, or program administrator in a public school or professional educator standards board-approved private school.

(b) The professional certificate program must be available to all qualified candidates.

(c) Using the six knowledge and skills standards, and the standards-based benchmarks as approved by the professional educator standards board and published by the office of the superintendent of public instruction, which may not be changed without professional educator standards board approval, the professional certificate program shall be developed by a college or university and its professional education advisory board or educational service district with its professional education advisory board. Additional agencies may participate in the development of the program if the approved provider and its professional education advisory board so choose.

(d) Each program shall consist of:

(i) An entry seminar during which the professional growth plan shall be developed. The plan shall be based on an assessment of the candidate's ability to demonstrate six standards at the professional certificate benchmark level (WAC 181-78A-270 (2)(b)), performance evaluation data, and an analysis of the administrative context and assignment.

(ii) Formalized learning opportunities, past and current experience, professional development opportunities, and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill, and performance at the professional certificate benchmark level, or above, on all standards as defined in WAC 181-78A-270 (2)(b).

(iii) A final presentation to a panel that includes experienced administrators, during which the candidate provides evidence of professional certificate level knowledge, skill and performance; positive impact on student learning; and a professional growth plan that includes the identification of future goals and professional/career interests as well as a five-year plan for professional development designed to meet the requirements for certificate renewal.

(e) Candidates who do not successfully complete a final presentation shall receive an individualized analysis of strengths and weaknesses and a plan for assistance, and shall be allowed additional opportunities to present evidence pertaining to benchmarks not previously met.

(2) Educational staff associate (ESA) - school counselor, school psychologist, school social worker.

(a) To be eligible for enrollment in a professional certificate program, a candidate shall be employed in his/her ESA role in a public school, a professional educator standards board-approved private school, or state agency providing educational services for students.

(b) The professional certificate must be available to all qualified candidates.

(c) Using the knowledge and skills standards in WAC 181-78A-270 (5), (7), and (9), and the standards-based benchmarks as approved by the professional educator standards board and published by the office of the superintendent of public instruction, which may not be changed without professional educator standards board approval, the professional certificate program shall be developed by a college or university and its professional education advisory board. Additional agencies may participate in the development of the program if the college or university and professional education advisory board so choose.

(d) Each program shall consist of:

(i) An entry seminar during which the professional growth plan shall be developed. The plan will be agreed upon after input from and consultation with the ESA candidate's professional growth team (WAC 181-78A-010 (10)(c)) or the professional education advisory board (PEAB). The individual's professional growth plan shall be based on an assessment of the candidate's ability to demonstrate the standards at the professional certificate benchmark level in the specific ESA role pursuant to WAC 181-78A-270 (5), (7), or (9).

(ii) Formalized learning opportunities, and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill, and performance at the professional certificate benchmark level, or above, on all standards in the specific ESA role as defined in WAC 181-78A-270 (5), (7), or (9).

(iii) A culminating seminar in which the candidate presents his/her final documentation and evidence of professional certificate level knowledge, skill, and performance; positive impact on student learning; and specification of areas for continuing education and development.

(e) The candidate will present his/her portfolio to the professional education advisory board (PEAB) or the professional growth team (PGT) who will make a recommendation to the university program administrator/designee regarding the extent to which the candidate meets the professional certificate standards.

(f) Candidates who demonstrate they meet all standards and certification requirements pursuant to WAC 181-79A-150 will be recommended by the university program administrator/designee for the professional certificate.

(g) Candidates who do not successfully complete a culminating seminar shall receive an individualized analysis of strengths and weaknesses and a plan for assistance.

(h) No limit shall be placed on the number of times a candidate with a valid residency certificate may enroll in the culminating seminar.

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

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, school psychologist, or school social worker.** 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, 09-22-023, § 181-78A-540, filed 10/26/09, effective 12/1/11; 06-14-010, § 181-78A-540, filed 6/22/06, effective 7/23/06. 06-02-051, recodified as § 181-78A-540, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, 04-24-074, § 180-78A-540, filed 11/30/04, effective 12/31/04. Statutory Authority: RCW 28A.401.010 [28A.410.010], 04-21-038, § 180-78A-540, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010, 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), 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), 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;

(12/28/11)

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' language, 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

tion 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 professional 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, 08-04-013, § 181-78A-700, filed 1/24/08, effective 2/24/08; 07-12-005, § 181-78A-700, filed 5/24/07, effective 6/24/07; 07-04-015, § 181-78A-700, filed 1/25/07, effective 2/25/07. Statutory Authority: RCW 28A.410.210 and 28A.410.010, 06-11-161, §

181-78A-700, filed 5/24/06, effective 6/24/06. 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. 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.