STATE OF WASHINGTON

Washington Educators: Shaping the Future

The 3rd Annual Report of the Washington Professional Educator Standards Board

Submitted to:
Governor Gary Locke
Washington State Legislature
Superintendent of Public Instruction
State Board of Education

PROFESSIONAL
EDUCATOR
STANDARDS
BOARD

DECEMBER 2002

INTRODUCTION

Parents in Washington will tell you that the most important work in the state is educating their children. Business leaders will tell you that students must be better prepared to take their place in a competitive workforce. Students will tell you they are more likely to be engaged in their learning if their teacher knows the subject area well and brings it alive in the classroom.

We agree. We are the 20 diverse members of the Professional Educator Standards Board, and there are statements about the reform of education and the significance of the profession that we can make with certainty and assurance. Teaching matters. Leadership counts. Setting clear and high standards will help all children achieve at higher levels, but it is skilled educators who make it happen. We continue to affirm this as the result of research and discovery, discussion and deliberation.

We agree as well that the work of upholding the standards for education professionals should be assigned to educators themselves. We are gratified and honored to be acknowledged as key advisors to the Governor, State Superintendent of Public Instruction, State Board of Education, and State Legislators. Our inspiration and energy comes from the knowledge that the work that we do will help shape not only the profession of education, but will have a positive impact on the lives of those we serve: the students of Washington State.

Our role is to provide recommendations on issues as directed by state policymakers, and to identify and give counsel on those issues that we believe require attention.

This report is intended to provide policymakers with an accounting of our work and activities. Together with a growing array of products and publications produced by the PESB, our goal is to provide policymakers with policy options and recommendations that will further our shared vision of educator quality.

Carolyn D. Bradley

Chair, Professional Educator Standards Board

Washington Professional Educator Standards Board

VISION/MISSION

The vision of the Washington Professional Educator Standards Board (PESB) is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students. The mission of the PESB is to:

- Advise and provide recommendations to the State Board of Education, Superintendent of Public Instruction, Governor and Legislature on the full range of issues affecting certified education professionals, including: recruitment, hiring, preparation, certification, mentoring, professional growth, retention, governance, assessment, and evaluation;
- Oversee effectiveness of new basic skills and subject matter assessments to be required of all new teachers prior to state certification; and
- Bring greater public focus and attention to policy issues affecting certified education professionals.

PESB MEMBERS

The PESB consists of 19 voting members appointed by the Governor:

Carolyn Bradley, Chair, Fourth-grade teacher, Isom Intermediate School, Lynden
Rebecca Bowers, Dean, College of Education, Central Washington University
Beverly Cheney, Superintendent, South Kitsap School District, Port Orchard
Carol Coar, School psychologist, Stadium High School, Tacoma
Nancy Diaz-Miller, Principal, McKnight Middle School, Renton
Ken Evans, Sixth-grade teacher, Laurin Middle School, Battle Ground
Sheila Fox, Interim Executive Director of Extended Education and Summer Programs, Western Washington University, Bellingham
Tim Knue, Agricultural education teacher, Mount Vernon High School, Mount Vernon
Gloria Mitchell, Principal, T.T. Minor Elementary, Seattle
Kathryn Nelson, Special education teacher, Hamlin Robinson School, Seattle
Helen Nelson-Throssell, Mathematics teacher, Lincoln High School, Tacoma
Martha Rice, Parent Representative, Yakima
Ron Scutt, Lead teacher, Stehekin Elementary, Stehekin
Karen Simpson, Speech and language pathologist, Spokane School District
Yvonne Ullas, Reading Coach, Yakima School District
Dennis W. Sterner, Dean, school of education, Whitworth College, Spokane
Vacant, Public Representative
Vacant, Private School Principal
Vacant, Public School Teacher

Terry Bergeson, Superintendent of Public Instruction, ex-officio, nonvoting

STAFF

Jennifer Wallace, Executive Director
David Anderson, Assessment Director
Pamela Abbott, Executive Assistant
Kendra Boisvert, Secretary

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2002 PESB YEAR IN REVIEW

I. Advise and Provide Recommendations to State Policymakers on Issues Affecting Certified Education Professionals

Implementing New Alternative Routes to Teacher Certification

Oversight of implementation of E2SB 5695: Alternative Route Partnership Grant Program and subsequent federally-funded Transition to Teaching Grant consumed an enormous amount of PESB staff time in 2002. Since no funds were appropriated by the Legislature for planning or administrative support, these programs have also required significant support from the PESB operating budget. Nevertheless, the PESB is pleased with the progress on these programs and committed to ensuring their continued success.

Appendix A contains a description of the program design and requirements of Washington's alternative route program.

Demand for participation in alternative route programs on the part of prospective teachers has been very high. The six grant programs (Table 1) had 568 qualified applicants for 166 available internship slots. The PESB continues to receive a steady stream of phone inquiries, and as of December 5, the hit counter tied to our web site showed 465 individuals interested and qualified for Route 1, 521 for Route 2, 4548 for Route 3 and the Transition to Teaching program.

In 2002, the PESB provided direct assistance to districts and higher education institutions implementing alternative route partnership programs by:

- Serving as the first point of contact for interested individuals;
- Referring hundreds of potential candidates to partnership programs in their geographic area or to those offering certification in their area of expertise;
- Setting up an online notification database for candidates. To date we have a list of 1,600 interested candidates awaiting funding opportunities;
- Seeking determination from the Internal Revenue Service and Department of Retirement Systems with regards to employment, benefits, and retirement status of interns;
- Developing contractual, budgeting and reporting materials for grant recipient use;
- Convening two workshops with presentations from Dr. Lin Douglas on designing competency-based preparation programs;
- Convening meetings of partnership programs to share best practices and lessons being learned;
- Organizing conference opportunities where alternative route programs were presented;
- Organizing meetings between alternative route partnerships and state policymakers; and
- Creating an alternative routes section on the PESB website that:
    - Allows interested individuals to determine potential eligibility for the program;
    - Provides contact information for each partnership; and
    - Provides links to partnership websites and/or applications.

TABLE 1

Grant Recipient	Partners	Funding Source
South Sound Partnership	Pacific Lutheran University/Green River Community College **State**: Auburn, Clover Park, Franklin Pierce, Puyallup, Sumner, Tacoma **Federal**: Auburn, Franklin Pierce, Puyallup, Sumner	State and Federal
Puget Sound Partnership	Seattle Pacific University/Puget Sound ESD Bethel, Dieringer, Enumclaw, Federal Way, Highline, Kent, Lake Washington, Riverview, Seattle, Skykomish, Snoqualmie Valley, Steilacoom, Tahoma, Tukwila, Mercer Island, Northshore, Orting, Renton, University Place, Vashon Island, White River	State
Southwest Washington Consortium	City University/ESD 112 Battle Ground, Camas, Castle Rock, Evergreen, Longview, Stevenson-Carson, Vancouver, Washougal, White Salmon, Kelso, Ocean Beach, Woodland	State
South Sound Transitions Consortium	St. Martin's College/Pierce Community College Clover Park, Tacoma	Federal
Seattle Transitions to Teaching	University of Washington Seattle Public Schools	Federal
Skagit Valley Network	Western Washington University LaConner, Mount Vernon, Burlington-Edison, Sedro-Woolley	Federal

As the first cohort of 163 alternative route interns finishes their first semester in the classroom, we have already learned a great deal about the strengths of this program, what needs greater focus and attention, and what our next steps need to be, including:

- Demand far exceeds opportunities and funding support;
- Alternative route interns are older, more diverse, and hold higher levels of education attainment than students in regular teacher preparation programs;
- Alternative route programs tend to be more performance-based;
- Greater geographic reach is needed;
- Many districts need more help in establishing programs;

- Some higher education preparation programs need more guidance and exemplary models to help them design and implement competency-based models;
- All private higher education preparation programs are charging alternative route program interns less than students in their regular teacher preparation program; and
- Alternative route programs can become increasingly self-sustaining.

These findings and other detailed descriptions of what is being learned through Washington's new alternative route programs is discussed in greater depth in the December 2002 Washington State Institute for Public Policy's interim evaluation of Washington's Alternative Route Partnership Grant Programs, and in a December policy brief released by the PESB entitled, *Getting and Keeping the Teachers We Need: The Role of Alternative Routes.*

Next Steps –
The PESB is requesting carry-forward funding from the state legislature to:

- **Continue existing, exemplary alternative route programs;**
- **Expand to current unserved regions of the state with severe teacher shortages by creating regional certification-only teacher preparation centers;**
- **Increase the number of interns at a lower level of cost to the state;**
- **Provide greater technical assistance and oversight to districts on program design and implementation; particularly with regards to maintaining paraeducator employment and intern/mentor selection and placement;**
- **Support articulation agreements between community college and teacher preparation programs;**
- **Support competency-based higher education partnership programs that meet alternative route criteria;**
- **Increase use of online and K-20 network; and**
- **Establish 2-year employment commitment in public schools for all interns receiving stipends.**

Alternative Compensation Study Group: Exploring a new career and compensation structure for teachers

In fall 2001, The Professional Educator Standards Board (PESB) invited staff from the Washington Education Association, Office of Financial Management, and Office of Superintendent of Public Instruction to combine efforts and interests by forming a collaborative study group to explore research and state activities related to alternative models of teacher compensation. The purpose of the Alternative Compensation Study Group has been:

- Create a knowledge base of the current compensation structure being used in Washington State.
- Review the major types of alternative compensation, including:
  - Knowledge- and Skill-Based Pay
  - Group Performance Incentives
  - Individual Performance/Incentive Awards
  - Career Ladder/Lattice
  - Market-Based Pay
  - Certification Level

  and analyze their relevance for Washington State.

- Collect and analyze specific examples of alternative compensation models being implemented around the country.
- Design potential components of alternative compensation systems that could augment or replace the current Washington State salary allocation model. Analyze the impact of these components, the cost of each, and the respective strengths and weaknesses.
- Document efforts in a summary report.

During the past year, the study group assembled a large collection of research and information on current practice in other states and districts developing or implementing alternative compensation systems. The work of the Consortium for Policy Research in Education (CPRE) and Dr. Allan Odden is the foundation for most current district and state compensation reform efforts. The compensation study group and PESB have drawn heavily from their work, attending CPRE's national compensation conference and bringing Dr. Odden to Washington to meet with us and other education stakeholders.

The PESB has produced a report summarizing the work to-date of the compensation study group and PESB. This report, *"Getting and Keeping the Teachers We Need: Paying for What We Value"* can be obtained from the PESB's website or by contacting the PESB.

Next Steps:
The PESB report, *"Getting and Keeping the Teachers We Need: Paying for What We Value"* recommends continued movement toward a new system, informed by experts in both teacher development and compensation systems, and including significant involvement and dialogue with practicing educators and education stakeholder organizations. Continued study must focus on correcting misalignment between the current certification system and Washington's salary allocation model as well as consideration of knowledge- and skill-based pay systems.

Professional Certificate Study: Identifying ways to improve implementation

As of September 1, 2000, all beginning and most out-of-state teachers who receive a residency certificate, valid for five years, will also be expected to earn a second level teaching certificate, the professional certificate. The professional certificate is performance-based, requiring teachers to produce classroom-based evidence that they have met the standards for the certificate. This differs significantly from the previous certificate, the continuing certificate, which was awarded based on accumulated course credits. Both school districts and higher education preparation programs play a significant role in teachers attaining the professional certificate. Each candidate has a "professional growth team" that includes a colleague, district representative and college/university advisor. The purpose of the team is to provide guidance to the teacher in developing a "professional growth plan" that defines the substance of the candidate's professional certification program, in the context of school and district improvement goals. A professional certificate program involves a "pre-assessment seminar" and a "culminating seminar" offered through a higher education program; but the "core" of the professional certificate program can involve a variety of professional development experiences.

At the request of the State Board of Education, the PESB is studying the status of implementation of the professional certificate and developing recommendations for any needed changes in policy and/or practice. A subcommittee of PESB members has gathered information from higher education institutions, school districts, teachers and others directly impacted by this new requirement. At the November PESB meeting, a 10-member panel representing higher education institutions and school districts well underway in implementing their professional certificate programs presented their views on aspects that are working well and those that could be improved with changes in policy or practice. As a result of the information we have gathered and discussions held, the issues and questions related to implementation of the professional certificate we are studying include:

- Will higher education institutions have the capacity to serve the increasing numbers of teachers that will be required to enroll in their professional certificate programs?
- What's needed to ensure that all districts have the ability to provide and inform professional growth teams and ensure that professional growth plans reflect their improvement goals?
- Is the professional certificate process too complex and too burdensome for new teachers and their mentors?
- Will teachers in rural and remote districts have reasonable access?
- Are greater financial or other types of resources necessary for successful implementation?

Next Steps:
At the January 2003 PESB meeting, the PESB will hear from additional higher education and district representatives. The professional certificate study committee will continue to meet and plans to submit its recommendations to the State Board of Education in March of 2003.

Appendix B contains a summary of the November panel presentation and other summary documents related to the PESB study.

Supporting Student Learning: Recognizing the role of Educational Staff Associates

Because the PESB advises state policymakers on issues affecting all certified Washington educators, our membership and mission includes certified educational staff associates (ESAs). They are the school counselors, school psychologists, social workers, speech and language pathologists and audiologists, school nurses, school occupational therapists, and school physical therapists that address the needs of the whole child, thus often enabling learning to occur. Policy changes directed at teachers or other educators can sometimes have negative or unintentional impact on ESAs. During the past year, the PESB has addressed and is recommending policy change in one such area.

According to RCW 41.32.010, public school district or community college employees in an instructional position employed less than full-time and participating in the teachers' retirement system (TRS) may elect to have earnable compensation defined as the compensation the member would have received in the same position if employed on a regular full-time basis for the same contract period. This is for the purpose of calculating retirement benefits to insure that members who receive fractional service credit under RCW 41.32.270 receive benefits proportional to those received by members who have received full-time service credit. The RCW defines

"instructional position", however, as a position in which more than seventy-five percent of the member's time is spent as a classroom instructor, (including office hours), a librarian, or a school counselor. ESAs typically spend more than 75% of their day in direct contact with students, just not as "classroom instructors" as required by the current statute.

Appendix C is a letter submitted by the PESB to Senator Don Carlson, Chair of the Joint Committee on Pension Policy (JCPP) requesting that the JCPP analyze fiscal impact and forward their recommendations for policy change to the Legislature.

Supporting and Collaborating with Other Educator Quality Efforts

The PESB works collaboratively with the State Board of Education, the Office of the Superintendent of Public Instruction (OSPI), and other education quality initiatives in contributing the perspective of our members as practicing professionals.

- **OSPI Principal Working Group** – The PESB participated in this working group of district, higher education and education association representatives that has resulted in adoption of new standards for residency and professional certification for principals.

  Last year the PESB recommended that the Legislature amend RCW to allow Educational Staff Associates with school-based instructional experience, like school counselors, to be eligible for admission to principal training programs. Previously, only certified teachers were eligible to become principals. The PESB has worked with this principal working group on developing Washington Administrative Code to guide implementation of the new law.

- **Program Approval Site Visit Teams** – PESB members have participated, along with members of the State Board and OSPI staff, in four, 3-day site visits to higher education institutions. The purpose of site visits is to determine if programs are in full compliance with program approval standards. The State Board of Education uses the reports to make decisions about continued approval.

- **National Commission on Teaching and America's Future** (NCTAF) – Washington State benefits from its relationship with this influential organization and it's extensive knowledge of research and state practice related to teaching. The PESB serves as the prime contact for NCTAF, exchanging information and ideas that shape state policies nationwide. Washington's alternative routes to teacher certification will be featured as an exemplary model in NCTAF's upcoming report.

II. Oversee Effectiveness of Basic Skills and Subject Matter Assessments for Prospective Teachers

Washington Educator Skills Test – Basic (WEST-B)

The Washington State Legislature, in creating the Professional Educator Standards Board, directed the PESB to create a prospective teacher assessment system. Under this mandate, the PESB established the Washington Educator Skills Test – Basic (WEST-B) as a requirement for

admission to approved teacher preparation programs in Washington. The WEST-B is also required of persons from out of state seeking a Washington State residency teaching certificate.

Through competitive bidding, the PESB awarded the contract for the development and administration of the WEST-B to National Evaluation Systems, Inc. (NES). The PESB closely supervises the development and implementation of the assessment program to ensure that it is in compliance with the legislative mandate, fully aligned with the Washington State policies and practices, and appropriate for verifying the basic skills knowledge of individuals seeking entry into the Washington State teaching force. Appendix D presents a list of activities the PESB and NES followed in developing and implementing the WEST-B.

Involvement of Washington educators - Throughout test development, the PESB and NES relied on the expertise of Washington public school and post-secondary educators. Washington educators served on three key test development groups:

- **Content Advisory Committee** - The role of the WEST-B Content Advisory Committee is to advise the PESB on the design, content, wording and specifications of the test and its subtests.
- **Fairness Review Committee** - The role of the Fairness Review Committee is to advise the PESB on issues of bias and diversity and to ensure that the test materials produced for the WEST-B are free from potential bias.
- **Passing Score Panel** - The role of the Passing Score Panel is to make recommendations to the PESB about the passing scores for the three subtests (reading, writing and mathematics) of the WEST-B.

In addition, Washington educators participated in interviews about test design and content and took part in the Content Validation Survey that verified that the test objectives were valid and appropriate for use in Washington State.

Technical Advisory Committee - In addition to establishment of validity evidence through ongoing involvement of Washington educators in the test development process, the PESB also created a Technical Advisory Committee (TAC) of educators with regional or national expertise and practical experience in the development and implementation of licensure testing programs. The TAC met several times during the test development with the purpose of advising and assisting the PESB on technical issues related to the development and implementation of the WEST-B. Appendix E contains a list of the TAC members.

Test development process - The process by which the WEST-B was developed involved an integrated series of steps to ensure that the assessment would be valid, free of bias, and consistent with Washington legislative and educational standards. Among these key steps were:

- **Content definition** - NES obtained policy and program materials from the PESB and Washington institutions of higher education, and interviewed Washington educators about test content. NES then developed a draft set of test objectives and descriptive statements organized into an assessment framework to articulate the basic skills necessary for individuals who intend to become teachers in Washington State. WEST-B test objectives are presented in Appendix F.
- **Content review** - The Fairness Review Committee and Content Advisory Committee reviewed and revised the draft assessment framework in Washington.

- **Content validation** - The test objectives and descriptive statements, as reviewed by the Fairness Review Committee and Content Advisory Committee, were incorporated into content validation surveys and administered to Washington public school teachers, principals and college educators. Based on the survey results, the assessment frameworks were finalized and the content of the WEST-B was defined.
- **Development of the test questions** - NES developed test questions ("items") in the numbers and types specified by the PESB. The WEST-B consists of three subtests: a reading subtest with 60 multiple-choice items, a mathematics subtest with 60 multiple-choice items, and a writing subtest with 50 multiple-choice items and two open-ended (essay type) constructed-response items. NES drafted items to fulfill the test design, checked them for quality, validity, and freedom from bias, and prepared them for review by the Washington State committees.
- **Review of the test questions** - The Washington State Fairness Review Committee and Content Advisory Committee reviewed and revised the draft items.
- **Field testing** - The test items were field tested at colleges and universities offering approved educator preparation in Washington State. Statistical and qualitative techniques were used to analyze the items. A brief description of the of the WEST-B field tests with a list of participating institutions of higher education is given in Appendix G.
- **WEST-B policies** - The PESB adopted policies and rules governing the implementation of the WEST-B. These include:
  - Administration at nine test sites across the state and on six test dates per year.
  - Fee schedule for the WEST-B.
  - WAC 181-01-01 allowing teachers from out of state who have not passed the WEST-B to apply for a teaching permit which will let them teach for up to one calendar year while they meet the WEST-B requirement.
  - Examinees may have unlimited re-take opportunities to pass WEST-B subtests.

Communications/Outreach - The PESB has issued press releases throughout the development and implementation of the WEST-B to inform the public about the progress in implementing this legislative mandate. Appendix H presents press releases and memos issued by the PESB to provide information about the progress of implementing the WEST-B. The PESB has involved over 1,200 Washington educators during the development of the WEST-B. In addition, PESB members and staff have made presentations on the development and implementation of the WEST-B to K-12 and higher education professional organizations.

Validity verification - The Passing Score Panel comprised of 23 K-12 and post-secondary educators independently verified the validity of the test items by reviewing an actual test form.

Setting passing standards - The Passing Score Panel reviewed the test and judged the level of basic skills knowledge that would be acceptable for educator candidates in Washington State.

The panel's recommendations were presented to the PESB, which has the responsibility for setting the passing score for each subtest. At the September PESB meeting, informed by the panel recommendations and the advice of the TAC, the PESB adopted passing scores for the reading, mathematics and writing subtests of the WEST-B.

Test administration - As specified by the PESB, the WEST-B is administered to candidates under standardized, consistent procedures six times per year with full test security, so that all candidates are fairly and professionally treated. Candidates are informed in advance about the test and its administration through a printed registration bulletin and the WEST-B web site (www.west.nesinc.com) . A study guide presenting the complete list of test objectives and descriptive statements and sample test items is also available on the WEST-B web site.

Scoring and reporting - Scoring is accomplished promptly and accurately for both the multiple-choice components of the subtests (electronic scoring) and the constructed-response component of the writing subtest (professional scoring). Scoring is monitored and quality control checks are implemented consistently.

- **Candidate reports** - Test results are reported to candidates via the WEST-B web site and on through the mail. Reports indicate not only candidates' pass/fail status, but also their performance on each subtest.
- **Institutional reports** - The PESB and Washington institutions of higher education receive test administration reports after each administration. The institutions can use these reports to monitor the performance of students applying to their programs and check to see how well these applicants are prepared.
- **Annual reports** - Annual reports are distributed to the PESB and the institutions at the end of each testing year. Institutions may use these reports to meet federal, state and other reporting requirements.

Test updating - The WEST-B was constructed with the flexibility to change as needed to ensure that it continues to support the legislative mandate to award certificates only to qualified applicants. Test objectives, items, passing scores, and writing tasks are to be reviewed and adjusted as needed to sustain the connection between the test and the fundamental skills expected of teachers in Washington State.

Bias prevention - Prevention of bias in the WEST-B focused on the exclusion of content that might disadvantage candidates, and the inclusion of content that would reflect the diversity of the Washington State population. The primary responsibility of the Fairness Review Committee is bias prevention. The Content Advisory Committee also was charged with bias prevention as well as its responsibilities for content expertise.

Numerous steps in the development process contributed to bias prevention, including the interview process, the Content Validation Survey, the field test, and the standard setting process. Generally accepted technical methods of statistically checking the test materials for potential bias were also applied, as advised by the Technical Advisory Committee.

Support for candidates - Consistent with the intent of the Legislature, the WEST-B is designed to help and support candidates who wish to become Washington State educators. Information about the test—including a study guide and registration materials—is readily available in printed form and on the Internet. Candidates have access to program specialists who can answer questions about the program by several communication channels including a toll-free telephone line, a fax line, an automated information system, a Telecommunications Device for the Deaf, and e-mail communications. Copies of the WEST-B Study Guide and Registration Bulletin may be obtained from the WEST-B website www.west.nesinc.com or by contacting NES at 1-800-784-4999.

Registration is available by mail and online through the WEST-B web site. Emergency registration is available by phone until a few days before the testing.

Test administrations are held six times a year at sites across the state approved by PESB. Test dates and locations are included in Appendix I. Alternative testing arrangements are provided to candidates who are unable to take the test under regular conditions for religious or disability-related reasons.

Scores are reported promptly through confidential access via the WEST-B web site and mail.

Support for colleges and universities - To support the legislative intent of improving teacher preparation, colleges and universities received focused information about students applying to their programs from the testing program. Following each test administration and annually they receive reports on the performance of candidates applying to their programs. They also receive informational materials and access to the testing program via toll-free telephone lines, e-mail, and fax. Campuses with a teacher preparation program typically have a liaison with whom the WEST-B program maintains contact.

Next Steps: During the first year that the WEST-B is implemented, the PESB will review test results and state policies to determine if changes should be made in the WEST-B program. Consideration will be given to:

- **Test administration - The PESB will evaluate the effectiveness of the test dates, test sites and materials to ensure that the program appropriately serves the candidates and institutions.**
- **Test updating - The PESB and NES will continue to update the test items and monitor the technical soundness of the WEST-B.**
- **Technical soundness - The PESB will convene the TAC to evaluate the results from the WEST-B to ensure that the validity and reliability of the WEST-B are maintained.**
- **Passing scores - The PESB in setting passing scores determined that these performance levels should be evaluated in light of data from the first year of test administration.**
- **WEST-B policies - The PESB will reconsider policies governing the exemptions after sufficient data are collected to determine if other measures are equivalent.**
- **Diversity and Bias Prevention – The Fairness Committee will continue to meet to provide oversight on issues of diversity and bias prevention.**

Washington Educator Skills Test – Endorsement (WEST-E)

RCW 28A.410.220 directs the PESB to implement subject knowledge tests to be required of candidates applying for teaching subject endorsements beginning September 1, 2005. These tests are to be piloted in 2002 and made available for use beginning September 1, 2003.

To fulfill this mandate, the PESB has conducted the following steps:

- **Developed and Issued an RFP -** The PESB issued a Request For Proposals to find a vendor to assist the board in implementing tests for all 33 endorsement areas.

- **Proposal Review** -The PESB received two proposals which were reviewed by a technical review committee and reported to the PESB.
- **Vendor Selection** - At the PESB September meeting, the PESB selected the Educational Testing Service (ETS) to implement the Praxis II series of subject knowledge tests for use in Washington.
- **Technical Advisory Committee** - The PESB created a Technical Advisory Committee (TAC) of educators with regional or national expertise and practical experience in the development and implementation of licensure testing programs. The TAC will meet during the implementation of the endorsement tests with the purpose of advising and assisting the Board on technical issues.
- **WEST-E Policies** - The Praxis II certification tests are given by more than 30 other states which will facilitate certifying out-of-state applicants. Examinee fees and test dates are consistent across the states that use the Praxis tests.

  The PESB has conducted a series of meetings with representatives of higher education programs to discuss policy options related to implementing the WEST-E and implications for teacher preparation program approval and awarding endorsements.

- **Communication/Outreach** – The PESB has issued press releases to provide information about the competitive bidding process and selection of a vendor to assist the board in implementing the subject knowledge tests. Appendix J contains press releases related to the WEST-E. PESB members and staff have also made presentations about implementing the WEST-E to K-12 and higher education professional organizations.

Next Steps: In January, the PESB will begin a process of validating Praxis tests for use in Washington. First the PESB will adopt a test for each endorsement area to be validated. In the spring, panels of teachers will meet to validate that the test measures content knowledge needed by Washington teachers and to recommend passing scores for the tests. The PESB will then meet to adopt passing scores for tests that have been validated for use in Washington. The PESB will also establish test sites and policies to govern the implementation of the endorsement tests. Beginning September 1, 2003, these tests will be available for use in Washington.

During the coming year the PESB will discuss policy issues that relate to the implementation of the WEST-E. The PESB is now considering whether passing the WEST-E should be sufficient evidence to certify that applicants to post-baccalaureate programs have satisfied the knowledge portions of the endorsement competencies and whether this should be an institutional decision.

III. Bring Greater Public Focus and Attention to Policy Issues Affecting Certified Education Professionals

Outreach

PESB members and staff have presented on the work of the Board both to inform as well as to gain input into our work at numerous meetings and conferences of the following organizations/associations during 2002, including:

- Washington Association of School Administrators / Association of Washington School Principals
- Washington Education Research Association
- Washington State PTA
- Association of Educational Service Agencies
- State Board of Education – updates at every bi-monthly meeting
- Partnership for Learning
- Educational Service District Superintendents
- Professional Education Advisory Board Conference
- National Commission on Teaching and America's Future
- American Association of Colleges of Teacher Education
- Washington Association of Colleges of Teacher Education
- Western States Certification Conference
- Association of Educational Service Agencies
- Executive Board, Washington State Speech and Hearing Association.
- Washington Society of Audiology

Communications

- **Press articles –** Appendix K contains articles in Washington newspapers describing specific aspects of the PESB's work.
- **Web Site –** With a staff of 3.5 FTE, the PESB's website plays a crucial role of handling the large volume of inquiries we receive, particularly with regards to alternative routes to teacher certification, and the WEST-B and WEST-E testing program. In 2002, the PESB website received 28,000 hits and has accumulated a database of 2,900 email addresses to whom we send updates and program news.
- **Publications –** In addition to our required annual report of activities, and various informational documents regarding our work that have been widely distributed, in December 2002 the PESB is launching a new series of policy reports and briefs. This series will be aimed at state policymakers and contain findings and recommendations that emerge from PESB work. The first of this series will be two publications:

  Getting and Keeping the Teachers We Need: Paying for What We Value, mentioned previously which summarizes the work to date of the PESB and compensation study group.

Getting and Keeping the Teachers We Need: The Role of Alternative Routes, which will discuss what the PESB has learned and propose future direction for alternative route programs.

Next Steps: In 2003, the PESB will produce reports and briefs on a variety of topics related to certificated educators, which may include:

- **Strategies for balancing recruitment and retention of educators**
- **Strategies for recruiting greater diversity into educator ranks**
- **Status of implementation of the Professional Certificate**
- **Importance of high-quality and quantity mentoring for all beginning and struggling educators**
- **Moving toward truly competency-based educator preparation**

Budget and Operations

I. 2002 Meeting Schedule and Locations

Full Board

The PESB meets in strategic locations across the state to allow practicing educators the opportunity to attend and participate in PESB meetings.

January 8-9	Educational Service District 113	Olympia
March 12-13	OSPI Conference Center	Burien
May 14-15	Whitworth College	Spokane
July 13	Dept. of Labor and Industries	Olympia
September 24-25	Educational Service District 105	Yakima
November 12-13	OSPI Conference Center	Burien

Appendix L contains the agendas from the PESB 2002 meetings. Minutes from these meetings may be obtained from the PESB website at http://www.pesb.wa.gov/minutes/index.htm or by contacting the PESB office.

Executive Committee

The 7-member Executive Committee serves as the planning and agenda-setting committee of the PESB and is comprised of 3 teachers, 1 administrator, 1 educational staff associate, 1 higher education representative, and 1 public/parent representative elected from among PESB members.

February 12	McKnight Middle School	Renton
April 4	Puget Sound ESD	Burien
August 16	Puget Sound ESD	Burien
November 1	Puget Sound ESD	Burien
December 16	Natural Resource Building	Olympia

II. PESB Operating Budget

Appendix M contains the PESB's FY 2002 operating budget and expenditures. The PESB was appropriated an operating budget of $431,000 for FY 2002. Twenty-three percent of the PESB's FY 2002 expenditures were for meetings of the PESB, its Executive Committee and other project-related subcommittees, sixty-one percent for salaries and benefits, seven percent for outreach and technical assistance, and nine percent for administrative expenditures.

The 2002 Legislature reduced the PESB's FY 2003 operating budget by a three percent efficiency reduction and called for an additional reduction in travel and equipment. Based on the determination of OSPI, an additional reduction of 2.4 percent will be realized this fiscal year to reflect the Legislature's request. The FY 2003 Alternative Routes Partnership Grant budget was also reduced by a three percent efficiency reduction. This equated to a loss of $59,000 to the alternative routes program budget.

The FY 2003 budget closely resembles the FY 2002 expenditures, however there is a slight adjustment within the budget to accommodate the increase of assessment related activities.

PESB FUTURE FOCUS

I. Continuing Projects

Expand and strengthen Alternative Route Partnership programs

The PESB is requesting carry-forward funding from the state Legislature to:

- Continue existing, exemplary alternative route programs;
- Expand to current unserved regions of the state with severe teacher shortages by creating regional certification-only teacher preparation centers;
- Increase number of interns at lower level of cost;
- Provide greater technical assistance and oversight to districts on program design and implementation; particularly with regards to maintaining paraeducator employment and intern/mentor selection and placement;
- Support articulation agreements between community college and teacher preparation programs;
- Support competency-based higher education partnership programs that meet alternative route criteria;
- Increase use of online and K-20 network; and
- Establish 2-year employment commitment in public schools for all interns receiving stipends.

Support development of new career and compensation structure for educators

Next Steps: The PESB report, "*Getting and Keeping the Teachers We Need: Paying for What We Value*" recommends continued movement toward a new system, informed by experts in both teacher development and compensation systems, and including significant involvement and dialogue with practicing educators and education stakeholder organizations. Continued study must focus on correcting misalignment between the current certification system and Washington's salary allocation model as well as consideration of knowledge- and skill-based pay systems. Continued study must also consider how a new system will affect/apply to other educators on statewide salary allocation schedule, such as Educational Staff Associates.

Identify ways to improve implementation of the professional certificate

At the January 2003 PESB meeting, the PESB will hear from additional higher education and district representatives. The professional certificate study committee will continue to meet and plans to submit its recommendations to the State Board of Education in March of 2003.

Implement valid and reliable assessments of prospective teachers and develop sound assessment policies.

Washington Educator Skills Test – Basic (WEST-B)
During the first year that the WEST-B is implemented, the PESB will review test results and state policies to determine if changes should be made in the WEST-B program. Consideration will be given to:

- **Test administration** - The PESB will evaluate the effectiveness of the test dates, test sites and materials to ensure that the candidates and institutions are appropriately served by the program.
- **Test updating** - The PESB and NES will continue to update the test items and monitor the technical soundness of the WEST-B.
- **Technical soundness** - The PESB will convene the TAC to evaluate the results from the WEST-B to ensure that the validity and reliability of the WEST-B are maintained.
- **Passing scores** - The PESB in setting passing scores determined that these performance levels should be evaluated in light of data from the first year of test administration.
- **WEST-B policies** - The PESB will reconsider policies governing the exemptions after sufficient data are collected to determine if other measures are equivalent.

Washington Educator Skills Test – Endorsement (WEST-E)
In January, the PESB will begin a process of validating Praxis tests for use in Washington. First the PESB will adopt a test for each of the 33 endorsement areas to be validated. In the spring, panels of teachers will meet to validate that the tests measure content knowledge needed by Washington teachers and to recommend passing scores for the tests. The PESB will then meet to adopt passing scores for tests that have been validated for use in Washington. The PESB will also establish test sites and policies to govern the implementation of the endorsement tests September 1, 2003 these tests will be available for use in Washington.

During the coming year the PESB will discuss policy issues that relate to the implementation of the WEST-E. The PESB is now considering whether passing the WEST-E should be sufficient evidence to certify that applicants to post-baccalaureate programs have satisfied the knowledge portions of the endorsement competencies and whether this should be an institutional decision.

II. New Initiatives

New certification standards for Educational Staff Associates

The PESB has collaborated with OSPI's professional education and certification department in identifying a process for developing new certification standards for school counselors, school psychologists and school social workers. These are the three categories of ESAs whose preparation programs are currently approved by the State Board of Education. This process, beginning in December 2002 will include:

- Creating work groups for each of the respective roles - school counselors, school psychologists, and school social workers to be facilitated by PESB ESA members and OSPI staff.
- Work groups will review WAC and national standards and develop recommendations for a certification system that is performance and standards-based that parallels the system in place for teachers and principals to the maximum extent possible
- Work group recommendations will be posted on OSPI and PESB web sites, notify stakeholder organizations, and the PESB will convene discussion at our March 2003 meeting.
- Present proposed WAC changes to the State Board of Education in spring 2003.

Continuing Education Requirements: from course-and-credit to performance-based

Washington is implementing a performance-based system, through which teachers emerge from their preparation program with a "professional growth plan" that identifies their strengths and where they should focus professional growth, in the context of school and district learning improvement goals. Currently certified teachers maintain their certificates by completing 150 clock hours of continuing education or academic credit every five years. However, in 2003, five PESB members will serve on an OSPI committee that will examine the statewide use of approved professional growth plans as the means for certificate renewal, thus removing the input-based clock-hour requirements. Professional growth plans would document course work and other professional development activities (such as mentoring, research, curriculum development, community outreach) that teachers propose for the purpose of maintaining the validity of their continuing certificates. Each plan would be a negotiated agreement between the teacher and a school/district team, to ensure that the plan aligns with and supports district and school learning improvement goals. The use of professional growth plans to define a teacher's development, and as a means for maintaining certification, is significantly different from the past model of professional development whereby individual teachers could determine what professional development to pursue based on individual interest alone. The full PESB will discuss this committee's recommendations for WAC change and forward the PESB's position on those recommendations to the State Board of Education.

III. Goals and Workplan

In addition to the specific projects mentioned thus far, the PESB has identified the following as goals for which we will be developing specific work plans for 2003 and beyond:

Increase recruitment of highly-qualified individuals representing our state's diverse student population to education professions.

- Increased paraeducator access to alternative and traditional routes to teacher preparation.
- Highlight model programs statewide aimed at recruiting for diversity.
- Examine statewide recruitment efforts; develop recommendations for improvement.

Simplify and streamline process and requirements for obtaining and maintaining educator certification while upholding standards.

- Study and report on the process of finding information about and applying for Washington certification and teaching positions.
- Identify policies and procedures that may discourage individuals from entering and remaining in the profession.
- Examine the process of obtaining additional endorsements in light of projected need, accessibility of programs, and role of WEST-E.
- Study and suggest any needed changes related to implementation of the professional certificate.
- Recommend changes to current clock hour and credit system to reflect new performance-based system.

Support provision of high quality and quantity mentoring for all beginning and struggling educators.

- Review data on current mentor training.
- Promote sustained support for peer mentor program and principal mentorship program.

Link systems of educator evaluation and professional growth.

- Support development of new evaluation criteria in WAC reflecting current evaluation pilots in seven Washington school districts.

Strengthen and support preparation and professional development as a partnership between K-12 and higher education.

- Increased alternative route partnerships programs with greater emphasis on truly competency-based program designs.
- Explore new means and needed supports for delivery of high quality inservice in rural/remote school districts.

Ensure high quality educator preparation and standards for certification.

- Study relationship of new standards for principals versus daily job reality.
- Collaboratively develop high and relevant standards for ESA preparation and certification.

Promote improved state data systems to provide accurate picture of educator workforce.

- Recommend expanded collection of supply/demand data.
- Study and promote improvements in state data systems for tracking educator workforce (e.g. out-of-endorsement assignment).

The PESB recognizes the crucial interrelationships that exist among the stages of educator development and the various goals and initiatives through which we are suggesting changes and improvement. We have also noted the unintended consequences that can result when policy action or program initiatives fail to consider this interrelationship. As such, an overarching goal of the PESB is that we will continue to promote a systemic approach to educator development policies.

2003 Meeting Dates and Locations

Date	Location
January 15-16	Olympia
March 11-12	Mount Vernon
May 13-14	Wenatchee
July 17-18	Olympia
September 18-19	Yakima
November TBD	SeaTac

APPENDICES

APPENDIX A

Alternative Routes Program Design and Requirements

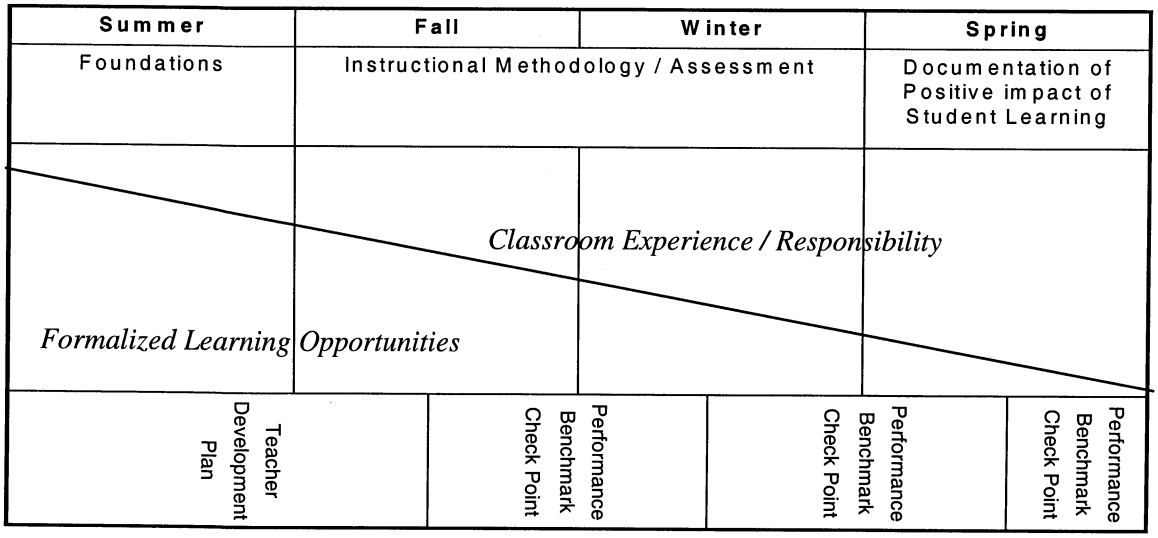
Alternative Route Partnership Programs

The Alternative Routes Partnership Grant Program provides support for the formation of partnerships between school districts and higher education teacher preparation programs to offer one or more of three school-based alternative routes to teacher certification. The programs are aimed at experienced paraeducators and mid-career professionals with expertise in subject areas in which Washington has shortages, such as math, science, and special education. Characteristics of Washington's alternative route programs include:

- **Field-based partnerships** between districts and higher education preparation programs. The core of activities is the school and district in which the intern is placed;
- **Performance-based mentored internships** of one year or less complemented by classroom-based training and other formal learning opportunities offered on or near districts, online, or via the K-20 telecommunications network. Length of program is determined by the time required for candidates to demonstrate competency related to residency certificate standards. Thus programs are "open exit" rather than a set period of time for all;
- **Teacher Development Plan** that identifies the alternative route requirements for each candidate, crediting prior experience and education; and
- **High quality and quantity mentoring, including completion of mentor training** specifically designed for pre-service and beginning teacher.

In contrast to traditional programs that require a specific number of courses and hours spent in class, these new partnerships are creating programs that are truly performance-based. They utilize a variety of instructional formats that capitalize on the opportunity for the immediate application of knowledge and skills in classroom settings. Formalized learning opportunities are the activities/instruction to acquire and practice skills and knowledge related to the learner outcomes for each standard. These opportunities are designed in collaboration with college/university faculty and district teachers/administrators. The teaching context informs the identification of the most authentic activities/instruction. Figure 1 below depicts the program design that leads to residency certification, through which the mentored internship is intended to blend classroom teaching experience under the supervision of a trained mentor teacher with formalized learning opportunities within a district.

Figure 1 **– Alternative Route Program Design**



The three types of alternative route programs include:

Route 1: for classified instructional staff with transferable associate degrees, currently employed in a district and seeking residency teacher certification with primary endorsements in special education or English as a second language.

Route 2: for classified staff with baccalaureate degrees or higher, currently employed in a district and seeking residency certification in subject matter shortage areas or areas with shortages due to geographic location.

Route 3: for individuals who are not currently employed in the district, or who hold emergency substitute certificates, and hold a baccalaureate degree or higher. Priority is given to individuals seeking residency certification in subject matter shortage areas or areas with shortages due to geographic location.

Washington's alternative route programs help Washington meet the goals and requirements of the federal No Child Left Behind Act of 2001, the reauthorization of the Elementary and Secondary Education Act. As a mentored internship model, Washington's alternative routes do not place uncertified interns as a classroom teacher-of-record, thus supporting the goal of ensuring that every child has a highly-qualified teacher.

APPENDIX B

Professional Certificate Panel Summary

Professional Certificate Panel Summary

The State Board asked the PESB to study the implementation of the Professional Certificate. The PESB convened a panel of higher education representatives, district representatives and teachers to look for policy and process changes to recommend to the State Board of Education regarding the implementation of the Professional certificate.

Comments from Panelists:

David Shore from Central Washington University

- Highly prescriptive, requirements and forms inhibit creative thinking.
- Don't see the buy in from the school districts.
- Students appear to be getting caught in the middle.
- Obstacle is capacity of Universities and lack of financial resources.
- Haven't extended reach beyond Ellensburg and Yakima areas at this point.

Ann Foley – City University

- Their program tied to master's degree.
- Challenging process; but extremely important.
- Believes the program may need to be tweaked. Would like to see the general structure of the program pulling out general overlap of the ten products and greater clarity of language.

Lisa Bjork, Seattle Pacific Lutheran

- Believes in the concept.
- Three different routes – one size doesn't fit all.
- Integration of a Master's Degree.
- Self-paced and on-line.
- Partnering with 15+ districts.
- Deliberate connections with TAP.
- Benefit of attainment of professional certificate rather than 45 credits.
- Need to work on reciprocity with other states.
- There is a "duck and it will go away" attitude regarding the Professional Certificate.
- Some people may be ready to start immediately rather than wait until complete provisional status.

Peggy Olcott, Tahoma School District

- Started with 4 people, now have 20 in waiting.
- Tricky to work with multiple institutions – district partnering with one institution works better.
- New teachers are frustrated about being thrown into a performance based system.
- The process feels overwhelming to them.
- First round difficult – next round will be easier.

- 22 year olds – they want to be shown or told exactly what it is they have to do.
- For the district coordinators it has been helpful for her to be part of a consortium with continuous feedback and ideas.
- Districts need specific teaching and learning standards. State standards too broad to tailor evidences.
- Concerned about not having any clear models of what the finished product looks like. Need models of evidence and professional growth plans.
- Looking for a way to keep track of those who will be required to and are working on their professional certificate.
- Would appreciate a bump in the salary schedule.
- 15 credits does not represent the amount of work.

Nanette Bullock – Director of Professional Development, North Thurston Public Schools

- Professional Certificate process allows for early identification of the strengths and needs of the candidates.
- Seamless application to TAP, professional certificate and NBPTS
- North Thurston School District uses the National Board teachers as part of their team.
- Many professional certificate candidates come to the district with a Master's Degree already. Sometimes tough for them to see the value-added.
- Candidates in a pro-cert program that is not in a partnership relationship with the districts won't have the same ties or access to the same services as candidates who are part of the partnership.
- Principals are concerned about the time. Although they realize the additional time they spend allows them to identify the strengths and weaknesses of the teacher.
- Would like to find additional funding for mentoring beyond TAP because many of those mentors will serve on the Professional Growth Teams.

Sue Yarian, PLU

- Mid-career teachers can be a roadblock because they are not familiar with the professional certificate process.
- Districts vary in their capacity to provide.
- PLU offered a mentor workshop and mentored mentor teachers about the process.
- PLU is working the professional certificate into a standalone master's program.

PLU recognizes the following challenges

- "Check off" mentality regarding the requirements rather than really making meaning from the evidences.
- Moving from a teacher-centered model to a learner-centered model.
- Resources – some form of support will be needed after the Washington Initiative money goes away.

Diana Coil – Renton

- Renton was one of two districts that ran the pre-assessment seminar last year.
- 26 professional certificate candidates enrolled this year.
- Renton has been collaborating with SPU and they have a very sincere feeling that they have been able to have input and have helped to shape the program.
- Renton has come up with funding to reimburse the cost of the pre-assessment seminar and have created a stipend for mentor teachers.
- Found out Principals did not know about the program.
- Renton has 86 residency certificate holders but only 15 enrolled this year.
    - Some feel they can wait it out and the requirement will go away.
- Veteran teachers and administrators do not understand the process.
    - Those who participated last year have begun to understand.
- A salary incentive would be better.
- Need clock hours for Professional Growth Team members.
- Encourage principals to be on the PGTs while stressing that this is not an evaluation.
- Simplification would be helpful. The volume of material has been a struggle.
- Most of our struggles have had to do with communication and this being so new.
- As more veteran teachers and principals participate on these teams, she believes the process will get easier.
- The Professional Growth Plan has many redundancies.

Two Renton teachers enrolled in professional certificate program

- We spent so much time explaining and helping our Professional Growth Teams to understand the process.
- The mystery of the professional certificate is the biggest trial.
- The district worked to help us feel better about the process.
- Some PGT members were negative about the candidates.
- Candidates felt as though the teachers were resentful about the extra time the candidate was taking out of their day.
- Resistance from the building.
- What am I supposed to do for my "core" – didn't get clear guidance from the Professional Growth Team.
- Need clearer examples of evidences.
- Professional Growth Plan form – too vague, not enough guidance.

Dana Edward, WWU

- Western looked at how to reach the people outside of their immediate area. Then looked at where to place their programs.
- Western's credit structure is 5 pre-assessment, 8 credits in the core, and 7 for formalized learning opportunities.
- Western, like Central, has limited staff resources and cannot strain their staff to deliver the program.

David Marshak, Seattle University
Dr. Marshak discussed his paper on why first year teachers shouldn't be able to begin work on the Professional Certificate.

What one thing would panel members like to see changed:

- Resources and support structures.
- Would like to have exemplars of an end product.
- Definition of an end result.
- Resources and incentives.
- Candidates to come our of residency cert program with clear understanding of requirements for pro cert.
- More information/more coherence between districts and higher education.
- A way to manage movement through the process, e.g. resources to track.
- Common rubric and evidence.
- Agreement and more clarity on benchmarks.
- Mentoring/advising - middle portion of the program clarified.
- MIT candidates not feel like this is punishment for them.

Notes from Discussion with Panel and Board:
Renton was able to provide funding for the new teachers by submitting a proposal to their I-728 committee to fund 45 people through the program.

An assessment needs to be developed so the students can document demonstrated student learning.

Programs are learning they are going to have to individualize the programs.

This program very well could create a disincentive to hire a first year teacher, however once our district understood that their position on the PGT allows them to shape and mold their teachers to fit the building, district and the needs of the kids, they embraced the change.

There is some concern of a huge influx of candidates and no funding.

CWU's biggest concern is whether they'll be able to meet the need –not sure if they have the capacity.

APPENDIX C

Letter to JCPP on ESA Service Credit

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR STANDARDS BOARD
Old Capitol Building, P.O. Box 47236 • Olympia, WA 98504-7236 • (360) 725-6275 • Fax (360) 586-4548
www.pesb.wa.gov

October 29, 2002

The Honorable Don Carlson
Washington State Senator
Chair, Joint Committee on Pension Policy
P. O. Box 40449
Olympia, WA 98504-0449

Dear Senator Carlson:

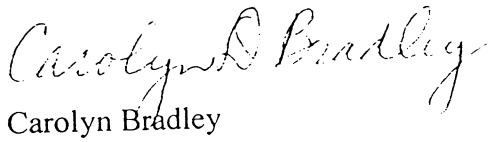
According to RCW 41.32.010, public school district or community college employees in an instructional position employed less than full-time and participating in the Teachers' Retirement System (TRS) may elect to have earnable compensation defined as the compensation the member would have received in the same position if employed on a regular full-time basis for the same contract period. This is for the purpose of calculating retirement benefits to ensure that members who receive fractional service credit under RCW 41.32.270 receive benefits proportional to those received by members who have received full-time service credit. The RCW defines "instructional position", however, as a position in which more than seventy-five percent of the member's time is spent as a classroom instructor, (including office hours), a librarian, or a school counselor. ESAs typically spend more than 75% of their day in direct contact with students, just not as "classroom instructors" as required by the current statute.

The Professional Educator Standards Board advises state policymakers on issues affecting certified Washington educators, including certified educational staff associates (ESAs). Through our work we've become keenly aware of the crucial role all ESAs play in supporting student learning. In addition to the role of school counselors referenced in RCW 41.32, certified ESAs also include school psychologists, social workers, speech and language pathologists, audiologists, school nurses, school occupational therapists, and school physical therapists.

More than ever, children arrive at school doors with complex needs that are real barriers to learning. By addressing the physical, emotional, social and educational needs of the whole child, ESAs make it possible for learning to occur. We, along with the Washington Education Association, encourage the Joint Committee on Pension Policy to consider recommending to the legislature a change in current RCW that recognizes the contribution of these ESAs and expands the definition of members eligible for this provision to include all ESAs. We roughly estimate this provision would affect at the most 600 certified Educational Staff Associates, but recognize that the Office of the State Actuary is better positioned to determine the true fiscal impact of this policy change.

We realize, and apologize, that this is quite late in the legislative interim process. We appreciate the workload the JCPP has taken upon itself this interim, and hope that you can find time to address this one small additional issue.

Sincerely,



Carolyn Bradley
Chair

cc: Members of the Joint Committee on Pension Policy

APPENDIX D

WEST-B Development Activities

Washington Educator Skills Test—Basic (WEST-B)

TIMELINE OF TEST DEVELOPMENT ACTIVITIES

Activity	Date/Timeframe
Develop and Issue RFP	April 2001
Review Proposals, Select Vendor	September 25, 2001
Assessment Planning	
Hold planning meeting	October 17, 2001
Produce management planning document	November 2001
Review bias review manual	November 2001
Establish Advisory Committees	
Identify fairness review committee	October–November 2001
Identify content advisory committees	October–December 2001
Identify technical advisory committee	November 2001
Define and Validate Content of the Assessment	
Conduct technical advisory committee meeting	December 2001
Obtain and analyze program and policy materials	October 2001–January 2002
Conduct interviews with Washington educators	February 2001–May 2002
Draft assessment framework	November 2001
Document correspondence	February 2002
Conduct fairness review of assessment framework	January 24, 2002
Conduct content review of assessment framework	January 25, 2002
Content Validation Survey	
Job Analysis	February 2002
Develop content validation survey instrument	December 2001
Conduct content validation survey	February–April 2002
Analyze content validation survey data	May 2002
Review content validation survey results	June 2002
Develop assessment specifications	June 2002
Develop and Validate Assessment Materials	
Conduct technical advisory committee meeting	March 2002
Prepare assessment materials	March–July 2002
Prepare preliminary test design	March 2002
Prepare preliminary scoring plan	June 2002
Conduct fairness review of test materials	April and June 2002
Conduct content review of test materials	May and June 2002

continued

Activity	Date/Timeframe
Field Testing	
Register field test participants	April–June 2002
Develop field test forms	April and June 2002
Administer field test	April and July 2002
Analyze field test data	April and August 2002
Identify Test Sites	May 2002
Schedule Test Dates	April–June 2002
WEST-B Web site	April 2002
Publish Registration Bulletin	June 2002
Validity Verification and Set Passing Scores	
Conduct technical advisory committee meeting	July 2002
Conduct validity verification meeting	September 17, 2002
Conduct passing score recommendation meeting	September 17–18, 2002
Consider validity verification data and analyze passing score data	September 19–22, 2002
Present results to the PESB	September 24–25, 2002
Score Reporting	October–November 2002
Document Project Activities	
Provide ongoing reports	Monthly
Write final test development report	Winter 2002–2003
Produce public highlight report	November 2002

APPENDIX E

Technical Advisory Committee (TAC) Members

WEST-B Technical Advisory Committee

Name	Affiliation
Linda Darling-Hammond	Stanford University
George Engelhard	Emory University
Gordon B. Ensign	Former Assessment Director, CSL/OSPI
Kathy Kimball	University of Washington
Stephen P. Klein	Rand Corporation
Duncan MacQuarrie	Testing Director, Tacoma School District
William Mehrens	Michigan State University

APPENDIX F

WEST-B Test Objectives

Washington Educator Skills Test—Basic (WEST–B)

BASIC SKILLS
TEST OBJECTIVES

READING
WRITING
MATHEMATICS

READING

0001 Understand the main idea and supporting details of a reading selection.

The following are examples of content that may be covered under this objective.

- Identify the explicit or implicit main idea, theme, or message of a reading selection.
- Recognize explicit and implicit information, facts, and details that support, illustrate, or elaborate on the main idea of a reading selection.
- Determine whether particular statements strengthen or weaken the main idea of a reading selection.

0002 Analyze the relationships among ideas or information within one or more reading selections.

The following are examples of content that may be covered under this objective.

- Predict outcomes, make generalizations, and draw conclusions inductively or deductively from ideas or information presented within one or more reading selections.
- Identify similarities, differences, and implied relationships between or among ideas or information within one or more reading selections.
- Recognize implications of ideas or information presented within one or more reading selections.
- Identify the sequence of steps or events within a reading selection.
- Select solutions to problems based on ideas or information presented within one or more reading selections.

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0003 Use critical reasoning skills to evaluate a reading selection.

The following are examples of content that may be covered under this objective.

- Recognize stated or implied assumptions on which the validity of an argument depends.
- Determine the relevance of specific facts, examples, or graphic data to a writer's argument.
- Recognize fallacies in the logic of a writer's argument.
- Recognize qualifying language, and distinguish between fact and opinion in a reading selection.
- Assess the credibility, objectivity, or bias of the writer of a reading selection or of the writer's sources.

0004 Analyze the writer's purpose, intent, and point of view in a reading selection.

The following are examples of content that may be covered under this objective.

- Recognize the writer's stated or implied purpose for writing (e.g., to persuade, to describe) in a reading selection.
- Determine the appropriateness of a writer's choice of words or language for various purposes or audiences.
- Identify the attitude, opinion, or point of view expressed by the writer of a reading selection.

0005 Determine the meaning of words and phrases in context.

The following are examples of content that may be covered under this objective.

- Determine the meaning of words using context clues, syntax, and/or structural analysis.
- Recognize the correct use of commonly misused words (e.g., to/too/two, their/they're/there, your/you're) in a reading selection.
- Determine the meaning of figurative or colloquial language in a reading selection.
- Identify appropriate synonyms or antonyms for words in a reading selection.

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0006 Apply study skills to aid in understanding reading selections, graphs, tables, and charts.

The following are examples of content that may be covered under this objective.

- Identify an accurate summary, outline, or graphic representation of a reading selection.
- Interpret information presented in charts, graphs, or tables.
- Identify where to find specified information using a table of contents, section headings, or an index.

WRITING

In the Writing section of the Washington Educator Skills Test—Basic, the standard writing conventions that will be tested are those that reflect "standard English as used in the United States." "Standard English as used in the United States" refers to a form of English that conforms to the conventions of style, usage, and syntax generally considered acceptable in formal written communication. This is the form of English that is used by writers in the United States to communicate in textbooks, government documents, magazines, newspapers, and the like. Many other forms of written and spoken English are acceptable in certain situations, but knowledge and proper use of "standard English as used in the United States" are what will be measured by this test.

0007 Understand the role of audience and purpose in written communication.

The following are examples of content that may be covered under this objective.

- Assess the appropriateness of a written selection for a specific purpose or audience (e.g., a business letter, a communication to parents/guardians/caregivers).
- Determine the likely effect on an audience of a writer's choice of a particular word or words (e.g., to evoke sympathy, to raise questions about an opposing point of view).
- Recognize persuasive techniques used by a writer in a passage.

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0008 Understand idea development, fluency, and organization within writing.

The following are examples of content that may be covered under this objective.

- Identify organizational methods used by the writer of a selection.
- Distinguish between effective and ineffective thesis statements.
- Recognize unnecessary shifts in point of view (e.g., shifts from first to third person) or distracting details that impair development of the main idea within a written selection.
- Recognize the appropriate use of transitional words and phrases to convey text structure.
- Recognize examples of focused, concise, and well-developed writing.

0009 Recognize writing that effectively communicates intended messages.

The following are examples of content that may be covered under this objective.

- Distinguish between effective and ineffective development of ideas within a paragraph.
- Understand the use of paragraphing to reinforce text structure.
- Determine whether supporting details in a written selection are essential or nonessential.

0010 Apply revision strategies to written works.

The following are examples of content that may be covered under this objective.

- Apply revision strategies affecting voice, syntax, transitions, organization, clarity, coherence, and point of view in a written selection.
- Make revisions that improve the fluency and focus of a written selection or that improve cohesion and the effective sequence of ideas.
- Improve the clarity and effectiveness of a written selection through changes in word choice.
- Eliminate or replace unnecessary or imprecise words and phrases.
- Insert appropriate transitional words or phrases (e.g., however, as a result) into a passage to convey the structure of the text and to help readers understand the sequence of a writer's ideas.
- Recognize wordiness, redundancy, and ineffective repetition in sentences and paragraphs.

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0011 Recognize the use of standard writing conventions.

The following are examples of content that may be covered under this objective.

- Recognize the use of standard writing conventions (e.g., grammar) that enhance or impair meaning and clarity.
- Understand the standard use of verbs (e.g., subject-verb agreement, verb tense, consistency of tense), nouns (e.g., plural and possessive forms), pronouns (e.g., pronoun-antecedent agreement, standard pronoun cases, use of possessive pronouns, standard use of relative and demonstrative pronouns), and modifiers (e.g., adverbs, adjectives, prepositional phrases).
- Recognize instances in which incorrect or extraneous punctuation has been used or necessary punctuation has been omitted.
- Identify standard initial capitalization and standard capitalization with proper words and titles.
- Recognize the standard spellings of words.
- Identify sentence fragments and run-on sentences.

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0012 Prepare an organized, developed composition in response to instructions regarding content, purpose, and audience.

The candidate may be asked to respond to persuasive and/or expository writing exercises in which the candidate is asked to do one or more of the following.

- Compose a fluent, focused, and sustained piece of writing on a given topic using language and style appropriate to a specified audience, purpose, and occasion.
- State and maintain a clear main idea and point of view using effective organization to enhance meaning and clarity.
- Take a position on a contemporary social or political issue and defend that position with reasoned arguments and supporting examples.
- Use effective sentence structure.
- Demonstrate the ability to spell, capitalize, and punctuate according to standard writing conventions.

Based on the writing exercise assigned, responses will be evaluated according to the following performance characteristics.

Performance Characteristics

Focus and Appropriateness	The fluency and quality of the discussion, and the sustained attention on a given topic using language and style appropriate to a specified audience, purpose, and occasion.
Unity and Organization	The effectiveness of the organization, the logical sequence of ideas, and the clarity of the writing used to state and maintain a main idea and point of view.
Development and Rationale	The relevance, depth, and effectiveness of statements or arguments and examples used to support those statements or defend a position.
Usage and Sentence Structure	The precision in word choice and use of effective sentence structure.
Mechanical Conventions	The use of spelling, capitalization, and punctuation according to standard writing conventions.

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MATHEMATICS

0013 Understand and apply concepts and principles of numbers and operations.

The following are examples of content that may be covered under this objective.

- Recognize equivalent representations of numbers (e.g., fractions, decimals, percents).
- Apply the principles of integers, fractions, decimals, and percentages.
- Apply understanding of ratios and proportions.
- Demonstrate understanding of the meaning of operations (e.g., addition, subtraction, multiplication, division) and of equality.
- Demonstrate understanding of order of operations.

0014 Understand and apply concepts and procedures of measurement.

The following are examples of content that may be covered under this objective.

- Select an appropriate measurement tool or unit for a specified measurement task.
- Solve problems involving the U.S. or metric systems of measurement.
- Solve problems involving scale (e.g., determine the distance between two locations on a map).
- Demonstrate understanding of the concepts of perimeter, area, and volume.
- Calculate derived measurements (e.g., the average speed of a car given how long it takes to travel a specified distance).

0015 Understand concepts and principles of geometry and solve related problems.

The following are examples of content that may be covered under this objective.

- Demonstrate an understanding of fundamental concepts of geometry (e.g., properties of points, lines, planes, angles).
- Identify types and properties of two- and three-dimensional figures.
- Solve problems involving triangles (e.g., calculate the length of the hypotenuse of a right triangle).
- Analyze figures in terms of symmetry and congruence.
- Describe the locations of points, lines, and objects on coordinate grids.
- Recognize geometric transformations (e.g., slides, flips, turns).

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0016 Understand concepts and principles of probability and statistics and solve related problems.

The following are examples of content that may be covered under this objective.

- Calculate the probability of a simple event.
- Identify appropriate ways to collect, organize, and display various data.
- Interpret data displayed in various formats (e.g., tables, graphs, scatterplots).
- Demonstrate an understanding of fundamental statistical concepts, such as mean, median, and mode.
- Make predictions based on given data.

0017 Understand concepts and principles of algebra and solve related problems.

The following are examples of content that may be covered under this objective.

- Recognize and extend arithmetic and geometric patterns and sequences.
- Translate among tabular, symbolic, and graphical representations of relations (e.g., display data from a table as a graph, identify rate of change).
- Identify expressions or equations that represent situations involving variable quantities.
- Simplify expressions and apply formulas.
- Solve linear equations or inequalities involving one variable.
- Demonstrate understanding of the concept of equality.

0018 Apply mathematical reasoning, problem-solving, and communication skills.

The following are examples of content that may be covered under this objective.

- Identify missing or extraneous information in mathematical problems.
- Identify errors in mathematical explanations.
- Use inductive or deductive reasoning to draw conclusions and make predictions.
- Translate among the various ways of communicating mathematical information (e.g., words, equations, graphs, diagrams).
- Express ideas and situations using appropriate mathematical language and notation.

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APPENDIX G

WEST-B Field Test Information

Confidential Memorandum

To: David Anderson

From: Rebecca Strella

Date: 1 July 2002

Subject: WEST - B Field Test

Provided below is an update on the Washington Educator Skills Test – Basic (WEST – B) field test as you requested. Please call me if you have questions or comments.

The WEST – B field test is being conducted in two phases. The first phase was conducted in spring 2002. The second phase will be conducted in July 2002. Each phase is described below.

Spring 2002 Field Tests
This past spring National Evaluation Systems, Inc. (NES) conducted field test sessions at six institutions with several programs offering access to multiple sites. The test sessions this spring were conducted in intact classroom settings with a time period of up to 50 minutes.

Field test booklets contained 50 multiple choice items in a single content area (reading, mathematics, and writing) or writing prompt booklets that contained 15 multiple-choice items and two writing prompts.

Only students who are eligible for the field test, as confirmed by the site contact, were permitted to take the WEST – B field test. Eligible students were required to read and agree to the field test confidentiality agreement prior to testing. A total of 541 students participated in the spring 2002 phase of field-testing.

The majority of the items included in the field test yielded performance data within the acceptable range previously established in consultation with the Technical Advisory Committee (TAC). Based on the pattern of responses to the field test, the majority of participants were able to complete the field test in the time allotted by NES.

Summary of Educator Preparation Program Participation

INSTITUTION OR PROGRAM	AGREED TO PARTICIPATE
Antioch University - Seattle	X
Central Washington University	X
City University - Bellevue	
City University - Vancouver	X
Eastern Washington University	X*
Gonzaga University	
Heritage College	X*
Northwest College	
Pacific Lutheran University	X
Pacific Oaks College NW	X
St. Martin's College	X
Seattle University	
Seattle Pacific University	X*
Spokane Community College	
The Evergreen State College	
University of Puget Sound	X
University of Washington - Bothell	X*
University of Washington - Seattle	
University of Washington - Tacoma	
Walla Walla College	X
Washington State University	
Western Washington University	X*
Whitman College	X
Whitworth College	X*
Bellevue Community College	
Clark County Skills Center	
Highline Community College	X
Spokane Falls Community College	X
Tacoma Community College	X
Yakima Community College	X
Troops to Teachers	X

*Participated in spring 2002 phase of field test.

Summer 2002 Field Tests

Plans for the July field test will follow the pattern used this spring. Educator preparation programs are being contacted to schedule field test sessions during intact classroom periods of approximately 50 minutes. Alternative certification programs have been contacted and have also agreed to participate. The test booklets will again contain 50 multiple choice items or, in the case of writing prompts, 15 multiple choice items and two writing prompts.

NES will provide all test materials and representatives to carry out and supervise the test administration. NES representatives or test proctors will monitored test security throughout the test session, and ensure that test materials are packed and returned to NES for login and scoring.

A complete description of field test plans can be found in the "Planning Document for Test Item Development and Validation, and Field Testing," dated June 2002.

APPENDIX H

WEST-B Press Releases & Memos

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FOR IMMEDIATE RELEASE – July 10, 2002

Deadline nears for Teacher Test Registration

Applicants for admission to teacher preparation programs in Washington may have some summer homework to finish first. For the first time, prospective teacher must pass WEST-B, a state-mandated basic skills test, to be admitted to their chosen institution's preparation program. Registration for the test closes July 19. Late registration is also available.

This requirement applies to those seeking admission beginning in Fall 2002; candidates who have already been admitted to teacher preparation programs and who expect to start their studies in the 2002-2003 calendar year will not have to take the test scheduled for administration in seven locations across the stat in August. Teacher from other states who are seeking certification must also pass the test, but can teach on a temporary permit issued by the state for one year before they must pass the WEST-B.

There is some latitude for applicants in this requirement: the higher education institution can make a judgment call and admit someone to a preparation program who has not passed the test. Before achieving certification in the state, however, the would-be educator must pass the basic skills test.

Applicants can find registration information and information on test objectives at www.west.nesinc.com.

After selecting National Evaluation Systems last September to create the Washington test, the Professional Educator Standards Board (PESB) has moved with deliberate speed to get the test ready for its first administration. During the last week of June, Washington educators, administrators, and faculty from public and private teacher preparation programs dedicated two days to a review of proposed test items for reading, writing, and math to make sure that items were accurate, appropriate, fair, and free of stereotypes. They pored over results from a survey designed to determine whether the knowledge being tested is what higher education faculty, principals, and teacher believe is necessary for teacher candidates.

The group of reviewers represented members from two different committees: a Fairness Committee whose members look at the items from the perspective of fairness to all candidates, regardless of heritage, and a Content Committee, for reading, writing, and math. The Content Committee was charged with reviewing all items to assure they measure skills an educator should have.

The decision to combine the committees for this round of review resulted in a deeper level of examination and discussion, concludes a committee member from Snoqualmie, who originally wore a Content Committee hat. (Committee members are not identified to assure the confidentiality of the process.) "There was a tug of war between the areas of concentration in the content committees. We made hard cases for the level of math literacy that was needed, as well as the reading and writing literacy. We tried to make this test as valid a test as we could."

Math Teachers questioned terminology used such as genre and qualifying language. English teachers responded, "Using the word genre is like using the word equation."

In some items, member of the Fairness Committee recommended word changes to ensure better understanding, for example, from "trunk" to "suitcase." In other cases, said a committee member from Granger, the committee discarded a whole selection that appeared biased toward a group. "We looked at all of the questions and items to make sure they were fair, and not setting one group at a disadvantage or at more advantage."

"There's a lot of satisfaction to be gained," a teacher on the committee concluded, "from knowing that we are devising something that will be useful in determining the preparedness of people in entering the profession."

Washington joins 45 other states in requiring teachers to pass a basic skills test prior to certification.

All 22 of the state's teacher preparation programs currently have some basic skills requirements for admission but these requirements vary considerably, explained Jennifer Wallace, PESB Executive Director. "PESB was charged with developing a uniform way to measure the basic skills competency of those teachers beginning their preparation for the classroom."

Created by the Legislature in 2000, PESB is charged with responsibility for recommending policies related to recruitment, training, retention, and evaluation of educators.

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Information:

David Anderson, Assessment Director, PESB
360-725-6277

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FOR RELEASE AUGUST 21, 2002
Contact: David Anderson, Professional Educator Standards Board, 360/725-6275

First administration of basic skills test for prospective teachers set for Saturday

A group of prospective teachers will make their way to seven testing centers on Saturday and become the first pool of candidates to take a new state-mandated basic skills assessment, a requirement for teacher certification. The Washington Educator Skills Test-Basic (WEST-B), developed by National Evaluation Systems under the direction of Washington's Professional Educator Standards Board, will be required of all candidates entering teacher preparation programs as well as teachers moving into the state with established credentials.

While a higher education institution can make a judgment call and admit someone to a preparation program who has not passed the test, the would-be educator must pass the basic skills test before becoming certified to teach.

"We have raised standards for students in Washington," explained Dr. Terry Bergeson, State Superintendent of Public Instruction, "and the Washington Educator Skills Test-Basic (WEST-B) will help ensure that new teachers in Washington have the skills to help their students reach those standards."

"While all of the state's approved teacher preparation programs have had basic skills requirements for their students," said Representative Dave Quall, Chair of the House Education Committee, "the Legislature wanted to make sure that those skills were measured consistently. The WEST-B will ensure that all new teachers have basic skills in reading, writing and mathematics."

"Washington joins 45 other states in requiring teachers to pass a basic skills test prior to certification, a requirement that reflects the general understanding that prospective teachers cannot profit from their education unless they have these skills", said Stephen Klein, senior research scientist at RAND and a consultant to the PESB. "Teachers are role models for the kids in their class with the language they use, what they write, and the math skills they demonstrate. It's hard to imagine that teachers without these skills can be effective."

That sentiment was echoed in Washington when the Legislature directed PESB to establish two new tests: one for basic skills designed to test candidates entering preparation programs, and a second test of subject knowledge to measure mastery on leaving the program.

"With this test the PESB has taken an important step to improve the public's confidence in the skills of our teachers," said Senator Rosemary McAuliffe, Chair of the Senate Education Committee.

This requirement applies to those seeking admission beginning in Fall 2002; candidates who have already been admitted to teacher preparation programs and who expect to start their studies in the 2002-03 calendar year will not have to take the test. Teachers from other states can teach on a temporary permit for up to one year before they must pass the WEST-B.

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MEMO TO: Deans of Colleges of Education

FROM: David Anderson, Assessment Director

CC: Doug Lamoreaux, WACTE President

DATE: October 28, 2002

SUBJECT: Reporting WEST-B data to teacher preparation programs

At the last WACTE meeting, several questions and concerns were raised about the reporting of WEST-B results.

First, concerns were raised about the institutional reports. We plan to report data to the institutions after each administration of the WEST-B and to provide a summary report at the end of each year. The reports issued following each administration will contain a roster of the examinees who requested that their scores be sent to that institution. Data in these reports will indicate if these examinees have met the basic skills requirement and include pass/fail status for each of the WEST-B subtests. These reports will be available in a format that can be printed as well as in an electronic file. The annual summary report will provide a cumulative record as well as providing average scale scores and aggregate data on examinees' performance on the 12 WEST-B test objectives.

Our goal is to provide meaningful data about the performance on the WEST-B to the examinees and the institutions. Since some of the examinees included in an institution's report will never attend that institution, many have questioned the utility of these reports. To meet our goal in reporting WEST-B performance we need to honor the examinees' requests by sending results to the designated institutions and work with the institutions to improve the utility of the summary data.

From our end, we will not know which examinees eventually attend which institutions. The institutions will, through enrollment records, be able to determine which examinees attend their programs. Given appropriate data the programs can better understand the performance of "their" students. One reporting option may be for programs to indicate which examinees on their rosters

attend their programs. Then we could provide summary data for all of the examinees on the rosters and this subset.

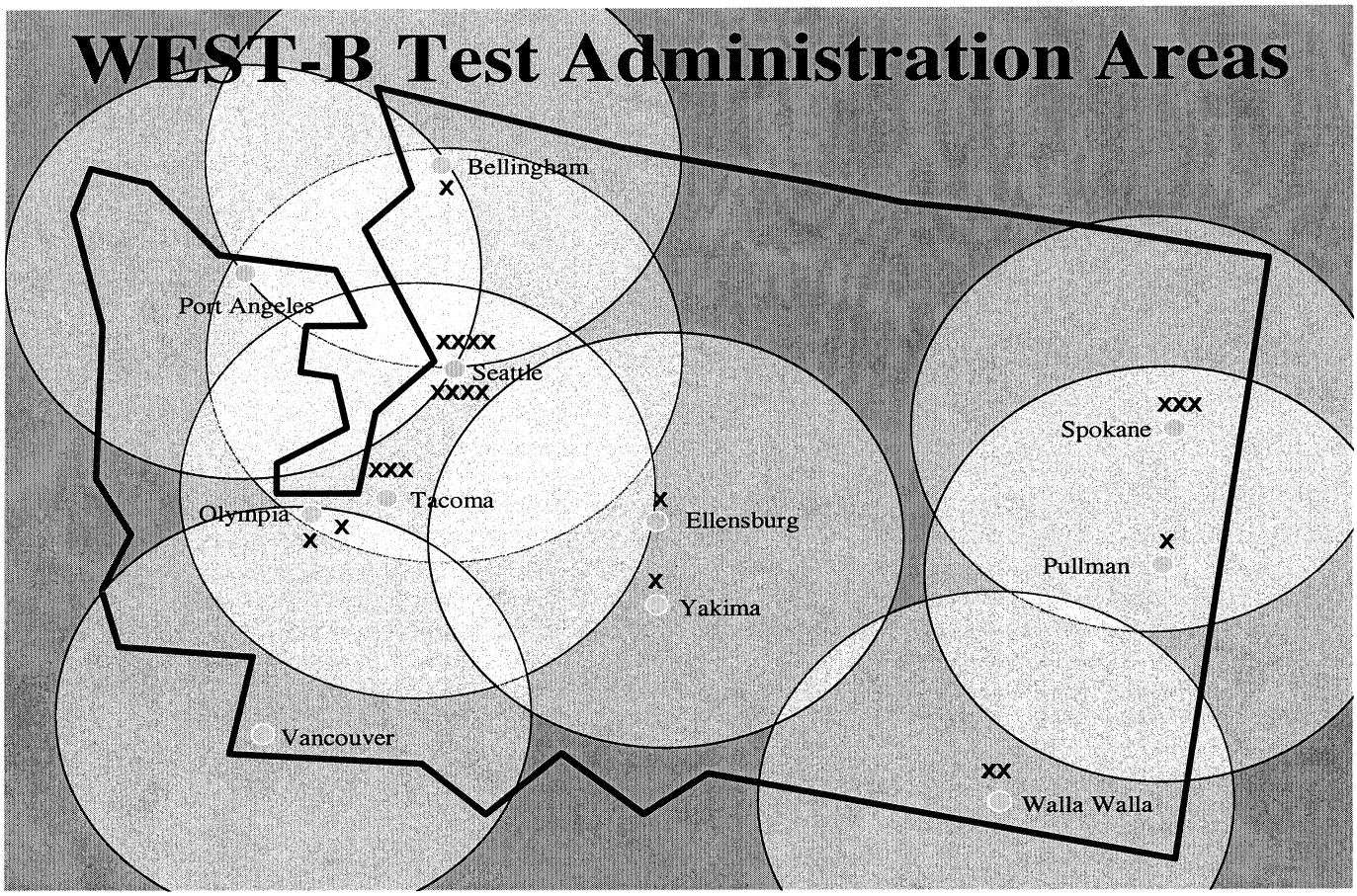
Another question raised concerns the reporting of other data to the institutions. For example, we ask examinees to indicate which undergraduate institution they attended. It would be possible for us to report summary performance data of the examinees who indicated that they attended your institution as an undergraduate if that would be meaningful information.

Finally, concerns were raised about the confidentiality agreement we have asked institutions to sign prior to releasing institutional reports and the short turn around given for signing the agreements. The purpose of this agreement is to make sure that the institutions, the PESB and National Evaluation Systems (the WEST-B vendor) agree on the provisions for protecting the confidentiality of the examinees' WEST-B scores. This agreement does not supercede federal and state laws governing the release and maintenance of student records. Please let me know if you have other questions. We wanted to make sure that institutions were able to access their data as soon as it was posted. In the future we will work to provide time.

I would appreciate any suggestions you or your staff might have about improving our reports. I can be reached at (360) 725-6277 or at danderson@ospi.wednet.edu.

APPENDIX I

WEST-B Test Dates and Locations



Washington Test Areas by Date

TEST AREA	8/24/02	11/16/02	1/11/03	3/15/03	5/17/03	7/19/03
Bellingham/ Mount Vernon	X	X	X	X	X	X
Ellensburg	X	X	X	X	X	X
Port Angeles		X				X
Pullman		X		X		X
Seattle	X	X	X	X	X	X
Spokane	X	X	X	X	X	X
Tacoma	X	X	X	X	X	X
Vancouver	X		X		X	
Walla Walla	X		X	X	X	

APPENDIX J

WEST-E Press Releases and Memos

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TO: Potential Bidders

FROM: David Anderson, Assessment Director
Professional Educator Standards Board

DATE: January 7, 2002

SUBJECT: RFP for Subject Knowledge Tests

The Professional Educator Standards Board plans to release a Request for Proposals (RFP) to secure a contract for the next five years for the development and implementation of subject knowledge tests in 33 content areas for prospective teachers. The contract for this project will commence on or about June 1, 2002.

It is our intent to issue the RFP on or about January 17, 2002. This contract will cover testing of competencies in 33 endorsement areas as a requirement for Washington state residency teaching certificates beginning in September 2003.

Any potential bidders interested in receiving a copy of this RFP must submit a request in writing, indicating the name and address (no Post Office Box numbers) of the person who is to receive the RFP. Send your request to David Anderson at the Professional Educator Standards Board, Post Office Box 47236, Olympia, Washington 98504-7236; e-mail: danderson@ospi.wednet.edu; or fax: 360/586-4548. Questions regarding the RFP should also be directed to me at (360) 725-6277 or at the e-mail address above.

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FOR RELEASE JANUARY 18, 2002

PESB Establishes Requirements for Subject Knowledge Test for Prospective Teachers

Would-be teachers in Washington state will have to demonstrate mastery of subject knowledge in their endorsement area by passing a standardized test beginning in September 2003. The Professional Educator Standards Board (PESB), charged with determining the requirements for the test and the level of difficulty, released today a formal request seeking bids from publishers for tests in 33 endorsement content areas.

"Subject knowledge tests will ensure that teachers in Washington have met the teacher certification endorsement competencies adopted by the State Board of Education yesterday." Said Tom Charouhas, PESB Chair and science/technology teacher in Lake Washington School District,. "Our mission as a board is to maintain educator quality in the state. Our current work is developing a uniform basic skills test for those teachers beginning their preparation for the classroom and subject knowledge tests prior to their certification as teachers."

"PESB is moving with deliberate speed," said executive director Jennifer Wallace, "to act on directives from the State Legislature creating the board of K-12 and higher education professionals."

PESB is charged with responsibility for recommending policies related to recruitment, training, retention, and evaluation of educators. Among items in a work plan identified by the Legislature was the development of two tests for prospective teacher: a basic skills test that higher education institutions would us in common for admissions to teacher preparation programs, and a content test in the subject area the candidate is seeking certification to teach, such as secondary math or English. Teachers moving into Washington to accept positions within the state would also be required to pass the basic skills test.

"This board includes some of our state's finest educators," said Wallace, "and they understand well what it takes to be a good teacher. They are in the best position to determine what an appropriate test would be."

"PESB will reach out to those with a vested interest in the selection process," said David Anderson, the Board's Assessment Director, who described a work plan which includes review by interested stakeholders of the test proposals received. The board expects to announce the successful bid by June, and begin a pilot of the tests by September.

PESB has already completed the first assignment given to the 19 appointees last September: recommendations for alternate routes to teacher certification, particularly for those paraprofessionals who are already working in the classroom and for college graduates with degrees and work experience in tough-to-staff areas such as science and math. Governor Gary Locke and Superintendent of Public Instruction Terry Bergeson used the recommendations to draft legislation which was signed into law on May 3rd, 2001.

Information: Contact David Anderson at 360-725-6277

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FOR RELEASE MAY 17, 2002

PESB Selects Contractor for Subject Knowledge Test for Prospective Teachers

Beginning in September 2005, prospective teachers in Washington State will have to demonstrate mastery of the subject knowledge they will teach by passing a test. This week the Professional Educator Standards Board (PESB) selected the Educational Testing Service of Princeton, New Jersey to implement tests in 33 endorsement subject areas.

Educational Testing Service (ETS) is a nonprofit company founded in 1947 that administers more than 12 million tests worldwide in 181 countries. ETS is well known for higher education admissions tests such as the SAT and GRE. In the United States ETS administers subject knowledge tests for teacher certification in 32 states.

"We are pleased to have the Educational Testing Service assisting the Board in implementing subject knowledge tests for new teachers," said Tom Charouhas, PESB chair and science/technology teacher in Lake Washington School District. "The Board's mission is to maintain educator quality in the state. These tests will provide the means to ensure that teachers in Washington have sufficient knowledge of their subject areas."

The PESB is charged with recommending policies related to recruitment, training, retention, and evaluation of educators. The Legislature directed the PESB to implement two tests for prospective teachers: a common basic skills test that higher education institutions would use for admissions to teacher preparation programs and a content test in the subject area the candidate is seeking certification to teach, such as secondary math or English. Teachers moving into Washington to accept positions within the state would also be required to pass the basic skills test beginning in September of 2002 and a subject knowledge test beginning in September of 2005.

The law gives the PESB authority to establish exceptions to this requirement, for example, individuals from other states who have demonstrated proficiency through a similar subject knowledge test. The PESB may permit other exceptions on a case-by-case basis. The board will begin a pilot of the tests by September 2002 and the tests will be available by September 2003.

Information: Contact David Anderson at 360-725-6277

APPENDIX K

PESB Press Releases and Articles

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FOR RELEASE: December 14, 2001

GRANTS AWARDED FOR ALTERNATIVE ROUTES TO TEACHER CERTIFICATION

OLYMPIA – The Professional Educator Standards Board (PESB) has awarded $2 million in grants to school districts partnered with teacher preparation programs to pilot implementation of new routes to teacher certification.

The 2001 Legislature adopted the criteria established by PESB for three alternative routes to certification specifically designed for current district employees who are classified instructional staff and for degreed professionals such as engineers or mathematicians interested in a career change.

"There has been tremendous interest in alternative route programs on the part of individuals wanting to become teachers", said Tom Charouhas, chair of the Washington Professional Educator Standards Board (PESB). "Since the passage of legislation establishing the three routes we recommended, the PESB has received hundreds of emails, letters and phone calls. This pilot grant program creates new relationships between districts and higher education teacher preparation programs that will enable districts to grow their own teachers to fill critical shortages."

"This program will act as a stimulus for the profession and will enable us to attract additional qualified individuals into teaching," said Monte Bridges, assistant superintendent of instructional services at Puget Sound Educational Service District and the lead contact for the Puget Sound Partnership.

Dr. Lynn Beck, dean of the School of Education at Pacific Lutheran University and the lead contact for the South Sound Partnership said, "We are very excited. This is a wonderful chance for the districts, Green River Community College and Pacific Lutheran University to work together on alternative routes to teacher certification."

The grants were awarded to three consortia of school districts and higher education institutions to provide one or more of these routes to certification:

- for paraeducators or instructional aides with associate degrees seeking certification in special education or English as a second language (Route1);
- for classified staff with college degrees seeking certification in subject matter shortage areas or areas with shortages due to geographic location (Route2); and
- for individuals with baccalaureate degrees who are not currently employed in a school district, or who hold emergency substitute certificates. Priority will be given to those who want to teach subjects where teachers are in short supply such as math and science or in areas of the state with shortages (Route 3).

Grant monies will be used to provide stipends for teacher certification interns and mentors. In addition, each of the partnerships includes substantial in-kind funding from the districts involved to further support and expand their programs.

According to Dennis Matthews, assistant superintendent for specialized student services at Educational Service District 112, and Ann Hutchison, special education cooperative program manager for Educational Service District 112 and lead for the Southwest Washington Consortium for Teacher Development, this is a great opportunity that benefits Southwest Washington by developing quality special education teachers for children with disabilities.

In developing the requirements for alternative routes to teacher certification, the PESB identified these characteristics for each of the three routes:

- internships of one year or less complemented by training and coursework on a flexible timetable. The programs are "open exit," rather than a set period of time for all candidates;
- partnerships between districts and higher education preparation programs, with all training and formal learning opportunities provided on or near school district sites, online, or via the K-20 network; and
- a teacher development plan that specifies the alternative route requirements for each candidate, comparing the candidate's prior experience and educational background with standards for residency certification and adjusting requirements accordingly.

"The strength of Washington's alternative route program is that it maintains our high standards for teacher certification while providing more flexible, expedient, less costly routes to attaining certification," said Jennifer Wallace, executive director of the PESB. "This is an exciting new way to attract men and women with valuable expertise and experience into the teaching profession."

The successful partnerships include participation by the following:

- **The Southwest Washington Consortium for Teacher Development**, offering all three routes, and including the districts of Battle Ground, Camas, Castle Rock, Evergreen, Longview, Kelso, Ocean Beach, Stevenson-Carson, Vancouver, Washougal, White Salmon, and Woodland; Educational Service District 112; and higher education partner City University and the Northwest Regional Educational Laboratory;
- **The South Sound Partnership**, offering all three routes, and including the districts of Auburn, Clover Park, Franklin Pierce, Puyallup, Sumner and Tacoma and higher education partners Pacific Lutheran University and Green River Community College; and
- **The Puget Sound Partnership for Alternative Routes to Teacher Certification**, offering routes 2 and 3 and including the districts of Bethel, Dieringer, Enumclaw, Federal Way, Highline, Kent, Lake Washington, Mercer Island, Northshore, Orting, Renton, Riverview, Seattle, Skykomish, Snoqualmie Valley, Steilacoom, Tacoma, Tukwila, University Place, Vashon Island, and White River; the Puget Sound Educational Service District; and higher education partner Seattle Pacific University.

Washington also received a $1.2 million grant from the U.S. Department of Education for the Transition to Teaching program that will expand the alternative route for degreed professionals seeking to enter the teaching profession. This program will begin next year. Washington's grant was the largest award received by a state.

-xx-

Information:

Professional Educator Standards Board
(360) 725-6275

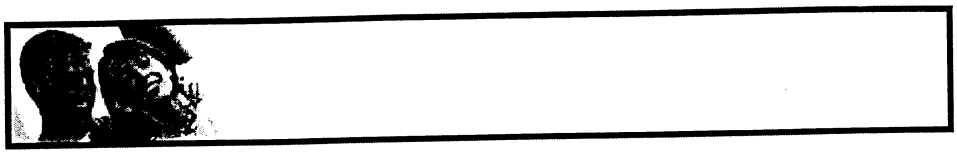
Southwest Washington Consortium for Teacher Development
Ann Hutchison (360) 750-7500

The South Sound Partnership
Dr. Lynn Beck (253) 535-7272

Puget Sound Partnership for Alternative Routes to Teacher Certification
Monte Bridges (206) 439-6980

About the Professional Educator Standards Board

The Professional Educator Standards Board (PESB) helps ensure the highest standards for all educators certified by the state, including teachers, principals, administrators, and other education specialists. The 20-member board advises the State Board of Education, Superintendent of Public Instruction, Governor and Legislature on the full range of issues affecting educator professions, including recruitment, hiring, certification, mentoring, professional development, retention, evaluation, and revocation and suspension of licensure. For more information on the PESB, visit www.pesb.wa.gov.



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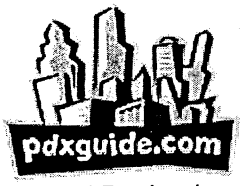

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EVERGREEN, VANCOUVER PROGRAMS READY STUDENTS FOR TEACHING CAREERS

Wednesday, April 3, 2002
By MHARI DOYLE, Columbian staff writer

Faced with a nationwide teacher shortage, two local school districts are looking to their own students to become the next generation of educators.

Both the Evergreen and Vancouver school districts have teacher education programs aimed at sparking student interest in the profession. Essentially, the districts are trying to grow their own teachers.

"We need to focus on students who have an interest in teaching and nurture that," said Jody Foster, Vancouver's assistant director of career development.

Washington faces teacher shortages especially in math and science due to increased retirements, fewer candidates preparing to teach and higher-paying opportunities outside of the classroom.

Vancouver and Evergreen began their teacher education programs within the past three years.

Only three other districts statewide Spokane, Kent and Highline have formal teacher education programs, according to

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the Office of the Superintendent of Public Instruction. Recently, OSPI gave a small grant to develop state standards for teacher education programs in K-12 schools.

Local programs are patterned after South Carolina's Teacher Cadet program, which started in 1985 and serves more than 2,500 students every year.

More than 2,000 former cadets now are teaching in that state, and 75 percent of those new teachers plan to focus on shortage areas, such as math and science.

Though Evergreen's Teaching Academy and Vancouver's Careers in Education magnet program are small, serving a combined 50 students, both are set to expand next school year.

Janet Railsback, lead teacher in the Teaching Academy, is confident programs here will be as successful as South Carolina's model.

"This will work," she said. "If other districts are doing this, it will work to the benefit of the profession. We need to start getting serious about getting kids into teaching because a lot of kids would be great teachers."

Student to teacher

Matthew Landrock already has taught a classroom of slack-jawed sixth-graders, even though he's not yet done with his own high school education.

What's more, the experience hasn't discouraged his career plans. The 18-year-old senior at Evergreen High School wants to attend Concordia University next fall.

"I've always gotten along with kids," Landrock said. "I don't feel like a teacher when I do lessons. I feel more like a brother."

brother.

Landrock is one of the 30 students enrolled in the Teaching Academy, which is based at Evergreen High School and eventually will be a part of all Evergreen high schools. Students in the program take classes in instruction techniques and classroom management.

In Vancouver, the Careers in Education program is one of several magnet courses offered at Hudson's Bay High School. Magnet programs are academic courses that offer an intensive curriculum to students with interests in such specific subjects as culinary arts, medicine or teaching.

Expanding program

In the past, Vancouver's teaching magnet has been offered only as a half-day program. Next school year, about 25 students have enrolled in the full-day magnet, which allows more time for students to work as student teachers.

Evergreen's Teaching Academy, soon to be called Careers in Education (like Vancouver's program), also requires students to teach alongside an elementary or middle school teacher for at least 90 hours.

So far, Central Washington and Western Washington universities accept the courses for partial college credit. Vancouver also is trying to coordinate efforts with Clark College, which recently had to dissolve its teaching program due to budget constraints.

Cheri Jackson, a Cascade Middle School teacher and Landrock's mentor, said teaching programs allow high school students to see early on whether the career is a good choice for them.

"If this is something that they are interested in, it gives them a sense of whether they should pursue it further," she

whether they should pursue it further," she said. "If they have the intuitive sense that they can teach, this helps give them a leg up. Typically, they wouldn't get this kind of experience until they were juniors in college."

Landrock said it took awhile to get used to being called Mr. Landrock, but he has eased into his new role as a teacher.

"It was weird at first, and sometimes the kids call me Mr. Matt," he said. "It feels good to have the respect I have always had for my teachers. I have a lot more respect for teachers and teaching. You don't realize how much work they really do, and that they don't get paid for it."

Despite the prospect of small paychecks, Landrock said his time in Jackson's classroom confirmed his desire to become a teacher. But he isn't tied to working in the Evergreen district.

"If there's a job here for me, I wouldn't mind teaching here," he said. "But I'd like the opportunity to teach somewhere else. Teaching in different areas would give me more experience."

Jackson believes the program is doing more than recruiting future teachers.

"Even if Matt chose not to go into teaching, he's providing an excellent role model for my students," she said. "This is not only nurturing and filling our exact needs for teachers, it's raising awareness of what teaching is and how to become a teacher."

Webmaster for News is Ken Bilderback.

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Grants Awarded to Support Professionals Transitioning to a New Career in Teaching

OLYMPIA – April 8, 2002 – The Professional Educator Standards Board (PESB) and Office of Superintendent of Public Instruction (OSPI) have awarded and will jointly administer more than $1 million in grants to school districts partnered with teacher preparation programs to support new performance-based alternative routes to teacher certification. The partnerships will recruit and train professionals from other fields transitioning to a new career as a classroom teacher in a subject area where teachers are in short supply, such as mathematics and science, or in areas of the state with shortages due to location.

The PESB and OSPI were jointly awarded funds to create the program from the U.S. Department of Education's Transition to Teaching grant program. Washington received the largest of the awards to states. This program complements the state-funded Alternative Route Partnership Grant Program proposed by the PESB and enacted by the 2001 legislature, which is currently operating in three partnerships between districts and teacher preparation programs in Washington.

"We value the opportunity to work with competent and mature professionals who are ready and willing to embark on the journey to becoming a teacher" commented Dr. Lynn Beck, Dean at Pacific Lutheran University and lead for the South Sound Partnership.

"This exciting project will help our district reach its mission of academic achievement for every student in every school, " wrote Joseph Olchefske, superintendent of Seattle Public Schools, in his letter of support for the grant.

Each of the partnerships will enroll 30 interns in alternative route programs. The successful grant recipients are:

- Skagit Valley Network – LaConner, Mount Vernon, Burlington-Edison and Sedro-Woolley school districts partnered with Western Washington University. Contact person: Bill Nutting, Director of Staff Development, Mount Vernon School District (360) 428-6187 or svntttinfo@mv.k12.wa.us.

- South Sound Partnership – Auburn, Franklin Pierce, Puyallup, and Sumner, school districts partnered with Green River Community College and Pacific Lutheran University. Contact person: Dr. Lynn Beck, Dean, Pacific Lutheran University College of Education (253) 535-7272.

- Seattle Public Schools partnered with University of Washington Seattle. Contact person: Mike McMann, Director of Professional Development, Seattle Schools (206) 252-0050.

- Bethel, Clover Park, and Tacoma school districts partnered with Pierce College and Saint Martin's College. This partnership will also recruit and train active and retired military personnel and will have strong ties to Washington's Troops to Teachers program. Contact person: Joyce Westgard, Dean, St. Martin's College of Education (360) 438-4566 cjacobs@.stmartin.edu

Interns enrolled in the alternative route programs will complete a classroom-based, mentored internship of one school year or less complemented by training and formalized learning opportunities offered outside of the school day at or near the school site, online, or via the K-20 telecommunications network. A teacher development plan for each intern specifies the alternative route requirements, comparing the intern's prior experience and education with the standards for Washington's residency teaching certificate. The length of the program varies, with interns completing the program when they demonstrate competency related to the certification standards.

"Teacher recruitment challenges driven by our location, together with statewide shortages in areas such as math and science, provide the need for us to pursue additional avenues for training and hiring teachers," said Bill Nutting, director of staff development for Mount Vernon Schools. "The Transition to Teaching program will help us accomplish this."

Individuals interested in applying to an alternative route program should call the contact person at each partnership program directly.

About OSPI

The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 education in Washington State. Led by State School Superintendent Dr. Terry Bergeson, OSPI works with the state's 296 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students. For more information, visit the OSPI web site at http://www.k12.wa.us.

About the PESB

The Professional Educator Standards Board (PESB) helps ensure the highest standards for all educators certified by the state, including teachers, principals, administrators, and other education specialists. The 20-member board advises the State Board of Education, Superintendent of Public Instruction, Governor and Legislature on the full range of issues affecting educator professions, including recruitment, hiring, certification, mentoring, professional development, retention, evaluation, and revocation and suspension of licensure. For more information on the PESB, visit the PESB web site at http://www.pesb.wa.gov.

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The Seattle Times

Wednesday, May 29, 2002, 12:00 a.m. Pacific

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Interest is high in new route to teaching

By Linda Shaw
Seattle Times staff reporter

The phones started ringing as soon as word got out about a faster, cheaper way to become a teacher.

Lynn Beck, dean of the education school at Pacific Lutheran University in Tacoma, arrived at work to find her voice mail filled up. Each time she returned a call, another one came in. By 1 a.m., she had finally logged all the messages from laid-off engineers, math Ph.D.s, lawyers and others interested in switching careers.

They were the first in a flood of more than 400 callers inquiring about a new, alternative route to acquiring a teaching certificate.

PLU's program, in partnership with several south Puget Sound-area school districts, is one of several that allow would-be teachers to avoid the time and expense of the usual college curriculum. Five hundred people inquired about a similar program in the central Puget Sound area. Eventually, 140 people applied for eight spots available for those with college degrees but no experience in schools.

"Part of it is the economy," said Monte Bridges, assistant superintendent of the Puget Sound Educational Service District in Seattle and leader of the central Puget Sound-area program.

"Part of it is that there are people out there who just have a passion for education."

The successful participants will train for four to six weeks this summer, complete a yearlong internship and then head off to a classroom of their own. The idea is to help combat the flow of teachers leaving the profession, often because of the pay.

They must be qualified to teach a subject that now has a teacher shortage: special education, English as a second language, chemistry, physics, Japanese, math or technology education. And they get some financial help — $8,000 or $22,000, depending on the program.

About 40 states, including New York, Texas and California, have similar alternative teacher-training programs for people who have a deep knowledge of a subject but need to learn how to teach.

The programs continue to grow, despite critics who question the quality of some of the programs. The National Center for Education Information, a nonprofit research group, estimates 175,000 people have become teachers through alternative routes.

In this state, applicants include Boeing engineers, high-tech professionals, businessmen, aerospace

workers, physical therapists, lawyers and many people who have recently been laid off. There also is a bicycle engineer, someone who used to work for the Food and Drug Administration, and people with doctorates in chemistry and oceanography. The caliber of the applicants has pleased organizers.

"These are not people in a midlife crisis who want to find some meaning in life," Beck said. "They are people who really seemingly want to teach for very good reasons."

Cherie Pallitto was director of instruction at a computer-training school, and she trained the school's trainers. When she was laid off recently, she immediately decided she wanted to pursue public-school teaching, a career she had passed over long ago because she didn't feel she had the time or money to pursue it.

Pallitto, who now volunteers in a Puyallup classroom, won't make nearly as much money as in her previous job.

But she said, "That's not the point. This is where I think my skills will be best used. This is where I'm going to be the happiest."

Jane Jones also rejected teaching after college because "it was too much work for too little money." It still is, she said, but her priorities have changed.

After years working part time while raising children, she's looking for a meaningful, full-time job. She plans to work with students with behavioral disabilities in the Enumclaw School District.

"I want the stretch of trying to make progress where things are difficult," she said.

Last year, the state Legislature budgeted $2 million to train 65 teachers in such alternative programs. Each of the participants will receive $22,000 toward their living expenses and tuition — about 80 percent of a first-year teacher salary.

Since then, the state has received $1.2 million from the federal government to train 120 more people. Those would-be teachers will receive an $8,000 stipend.

The programs will be run by seven partnerships of schools districts and higher-education institutions. In some, the participants will team-teach with more experienced mentors for a year. In others, they'll spend time in several classrooms.

Supporters hope the real-world experiences of those in the programs will be a big benefit in the classroom.

Three of the partnerships have already selected their participants, but four still are accepting applications, at least through the end of this week.

Three of the partnerships offer programs for teacher aides and other school employees who want to become teachers. Those are already filled.

Washington crafted its alternative programs to avoid problems other states had. In some states, people moved directly from summer training into a classroom of their own. In the worst cases, half quit before they finished. In part, that is why Washington established the yearlong internship.

Given the budget crunch in Olympia, the state-funded program probably won't be continued next year, said Jennifer Wallace, executive director of the Professional Educator Standards Board, which wrote the guidelines for the programs. But she hopes the state will win another federal grant to continue the program, and independent partnerships may spring up.

Other programs also make pursuing a teaching credential easier by offering classes off college campuses. But these are the first so--called alternative programs in this state.

When state lawmakers passed the bill allowing the alternative programs, some doubted there would be many applicants. The response surprised even the most optimistic backers of the idea.

"I didn't expect that there were that many people who had the desire to move into education based on what people know about teacher pay and the intensity of the work conditions," Bridges said.

Linda Shaw can be reached at 206- 464-2359 or lshaw@seattletimes.com.

FURTHER INFORMATION

The following partnerships are still accepting applications, at least through this week:

• **Seattle Public Schools.** 206-221-4116. Limited to those with math or science backgrounds interested in teaching middle school. Deadline: end of the week. Partners are Seattle Public Schools and the University of Washington. 30 positions See: www.educ.washington.edu/COEWebSite/programs/tep/TLP/

• **South Sound Partnership**, 253-535-7272. Partners are Franklin Pierce, Puyallup and Sumner school districts, Pacific Lutheran University and Green River Community College. 30 positions.

• **St. Martin's Partnership**, 360-438-4566. Partners are Bethel, Clover Park, and Tacoma school districts, St. Martin's College and Pierce Community College. 30 positions.

• **Skagit Valley Network**, 360-650-2326. Limited to those with backgrounds in math and science interested in teaching at the secondary level. Partners are LaConner, Mount Vernon, Burlington-Edison and Sedro-Wooley school districts, and Western Washington University. See: www.acadweb.wwu.edu/eesp/degree/Transition_to_Teaching/programs_ttt.asp.

For more information, see the Web site for the Professional Educator Standards Board, www.pesb.wa.gov/

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Mercer Island REPORTER

Into the classroom - As some are getting out of teaching, others are getting in

2002-10-03
by Mary L. Grady
Mercer Island Reporter

Two new student teachers at Mercer Island High School, Sharon Laska and Grant Bower are not your ordinary teachers-in-training.

Laska, 54, a former research biologist and lab manager, and Bower, 44, an engineer and industrial designer, have both left successful careers for teaching, after long thinking they might want to be educators. The two are student teaching in science classes through the Washington state OSPI Alternative Teacher Certification program.

The state-run pilot program is designed to attract degreed professionals who wish to become teachers without going the usual route of finishing an education degree before hitting the classroom. The Washington state Legislature in 2001adopted criteria established by the Professional Education Standards Board for alternative ways for individuals to gain certification. The criteria were specifically established for those who are who are already classified instructional staff working in the schools, but more importantly, to attract and speed the process for working professionals such as engineers or mathematicians -- and help alleviate the shortage of teachers statewide. The program combines immediate teaching time with students as well as course work on nights and weekends.

Sharon Laska used to conduct research on microorganisms and present the results of her bio-medical laboratory research to a board of directors. Now she challenges high school students to look up and explain names of obscure organisms and makes them consider the impact of science in the real world.

Laska moved to the Seattle in 1970, after she graduated from the University of Wisconsin with a bachelor of science in biochemistry. She had thought seriously about teaching when she finished college -- but the economy was in poor shape, she remembered. Many she knew could not find work as teachers but were working as secretaries. So she began working as a research technician for Oncogen, one of the first successful biotech companies in Seattle.

She later worked in a bio-medical lab at the University of Washington and went on to manage a lab there. During her time at the UW, she completed a master of science degree in laboratory medicine. She also completed a master of business administration from City University in 1999.

Laska embraces the challenges and changes that teaching brings.

``Working with kids has been a wonderful surprise -- they are so receptive and eager to learn," Laska said, very corporate looking in a navy blue suit. ``But I am still a student teacher -- they are rightly checking me out.

``I can relate the science to the real world, and the corporate world," she said when asked what she can bring to the classroom. ``And I think I am an example of how you can change, and how you need to be versatile."

For the advanced science students, Laska has combined a bit of scientific sleuthing with competition. Students can gain extra credit for being one of the first two students each week to figure out what something is by identifying it by its scientific name. The students must then write up a short explanation of what the organism is -- and why we should care about it.

Last week students had to find out what the scientific name was for the citrus long horn beetle and why this bug has been so troublesome in western Washington. Students were also challenged to find out about Microcystis aervginasa, an organism not uncommon in western Washington. Do you know? See the answer at the end of the story.

Grant Bower, 44, currently a student teacher of mathematics and physics, is direct, humorous and enthusiastic. He owns his own company, Advanced Transportation Projects. The small company designs and builds recumbent bicycles that cost upward from $1,000 for the alternatively-minded cyclist. An engineer by training, Bower had thought about teaching for some time, after he finished college and during the 10-plus years he spent designing circuits for Hewlett Packard. Even after just a few weeks in the classroom, he is sure he made the right choice.

``I like teaching very much. It is sort of like working for yourself -- and you make an impact in the community, too. I am hoping I can bring my love of math and science to the students," said Bower, a father to two daughters and married to another engineer-turned -teacher.

Bower completed a degree in electrical engineering at the University of Washington in 1981 and later did graduate work there after leaving HP. He did consulting for companies such as Precor in Woodinville while forming his new company. Now that his company is launched and on its way, he is on to the next challenge.

Jumping in to hands-on teaching instead of wading through the classroom work first, suits Bower.

``This fits my style," he said. ``It is a real opportunity to be able to spend the whole year in the classroom, instead of the usual six weeks or so."

Kate Yoder and Dottie Simpson are fabulous mentor-teachers, he said, adding that ``everyone here shows respect for the students and each other."

``I don't feel like a student-teacher," he added.

Bower is also attending classes at Seattle Pacific University and did so this summer. He said he feels very lucky to have been accepted into the program as it may not be continued in the coming year due to state budgetary problems.

``The kids here are definitely dedicated and bright," he said. ``It is such a joy to see that lightbulb go on in their heads when something makes sense."

So what is Microcyststis aervginasa? It is the blue-green algae that grows in Greenlake in Seattle. Yuck!

APPENDIX L

PESB 2002 Meeting Agendas

STATE OF WASHINGTON
PROFESSIONAL EDUCATOR STANDARDS BOARD
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AGENDA

January 8-9, 2002
ESD 113
Board Room
Olympia, Washington

Tuesday, January 8 2002 – 9:00 a.m. – 4:00 p.m.

9:00 a.m.	**Call to Order, Approval of Agenda, Approval of Minutes, Announcements** Tom Charouhas, Chair	
9:15	**Executive Director Report** ▪ Update on Alternative Route Partnership Grant ▪ Transition to Teaching Grant program update ▪ Congressional legislation ▪ Legislative agenda ▪ Budget ▪ Status of open positions ▪ Proposed retreat for PESB in March ▪ Future Meeting Scheduling	**INFO/ DISCUSS**
10:30	**BREAK**	
10:45	**Presentation: Private School Teachers and Administrators and the PESB** Dan Sherman, president, Washington Federation of Independent Schools Kay Nelson and Elaine Aoki – PESB members	**INFO/ DISCUSS**
NOON	**LUNCH**	
1:00 p.m.	**New Jersey's Alternate Routes to Teacher Certification** Presentation: Tom Niland, New Jersey Department of Education Board discussion: Implications for Washington and PESB work	**INFO/ DISCUSS**
3:00	**Plan for Evaluation of Alternative Route Partnership Grant Program and Transition to Teaching Grant Program** Barbara McLain, Washington State Institute for Public Policy	**INFO/ DISCUSS**

Wednesday, January 9, 2002 - 8:30 a.m. – 4:00 p.m.

8:30	**Call to Order, Announcements** Tom Charouhas, Chair	
8:45	**Review and Discussion of Request for Proposal (RFP) for Subject Knowledge Tests for Prospective Teachers** David Anderson, Assessment Director RFP committee members	**INFO/ DISCUSS**
10:30	**BREAK**	
10:45	**Public Comment**	
11:30	**PESB Approval of RFP for Subject Knowledge Tests**	**DISCUSS/ ACTION**
NOON	**LUNCH**	
1:00 p.m.	**Member Training for Site Visits for Educator Preparation Programs** Lin Douglas, Director, Professional Education and Certification, Office of Superintendent of Public Instruction	**INFO/ DISCUSS**

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AGENDA
March 12-13, 2002
OSPI Burien Office
Burien, Washington

Tuesday, March 12, 2002 – 9:00 a.m. – 5:00 p.m.

9:00 a.m.	**Call to Order, Approval of Agenda, Approval of Minutes, Announcements**	
9:15	**Update on Basic Skills Test** ▪ Report on Validity and Reliability Evidence ▪ Item Development and Review	**TAB 1** **Info/ Discussion**
10:45	**Break**	
11:00	**Basic Skills Test Exemption Policy**	**Info/ Discussion**
Noon	**Adoption of Fee Schedule for Basic Skills Test**	**Action**
12:30 p.m.	**Lunch**	
1:30	**Proposed new standards for preparation and residency certification of principals** ▪ Implications for development of alternative routes for principals ▪ Implications for continuation of work of principal subcommittee and workplan identified in PESB annual report	**TAB 2** **Info/ Discussion**
3:00	**Review and discussion of January presentation on the New Jersey model** ▪ Implications for PESB further study of regionally based certification only programs and a 4th alternative route	**TAB 3** **Discussion/ Action**
5:00	**Adjourn**	

Wednesday, March 13, 2002 - 8:30 a.m. –2:30 p.m.

8:30a.m.	**Call to Order, Announcements**	
8:45	**Public Comment**	
9:15	**Executive Director Report** ▪ Discussion of Executive Committee agenda planning for remainder of the year ▪ Budget Update ▪ Legislative Update	**TAB 4** **Info/ Discussion**
10:15	**Break**	
10:30	**Presentations from Test Vendors** ▪ Representatives from organizations bidding for contract for provision of subject knowledge test to be required of all prospective teachers applying for residency certification	**TAB 5** **Info/ Discussion**
Noon	**Lunch**	
1:00p.m.	**Presentations from Test Vendors** ▪ Representatives from organizations bidding for contract for provision of subject knowledge test to be required of all prospective teachers applying for residency certification	**TAB 5** **Info/ Discussion**

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AGENDA
May 14-15, 2002
Whitworth College
Spokane, Washington

Tuesday, May 14, 2002 – 8:30 a.m. – 5:00 p.m.

8:30am	**Call to Order, Approval of Agenda, Approval of Minutes, Announcements, Welcome New Board Member!** ▪ Tom Charouhas, Chair	
9:00	**Update on WEST-B Implementation**	**INFO/ DISCUSS**
9:30	**Basic Skills Test (WEST-B) Exemption Policy**	**INFO/ DISCUSS**
10.:30	**BREAK**	
10:45	**Public Comment**	
11:00	**WEST-B Exemption Policy: Continued Discussion** ▪ **Emergency Rule Adoption**	**ACTION**
Noon	**LUNCH** Video: State Board panel on implementation of Professional Certificate	
1:00	**Update: Implementation of Professional Certificate** ▪ Carolyn Bradley, PESB Member	**INFO/ DISCUSS**
1:45	**Classified Employee representation on the PESB** Panel Presentation: ▪ Glenn Gorton, President, Public School Employees of Washington ▪ Gary King, Washington Education Association ▪ John Scott Representative, Washington Federation of Teachers	**INFO/ DISCUSS**
3:45	**Executive Director Report** ▪ Retreat plans ▪ Proposed OSPI/PESB continuing education committee ▪ Fall policy forum: Update ▪ Transition to Teaching Grant RFP ▪ ESA credit toward retirement ▪ Service credit for "Teachers in Residence"	**INFO/ DISCUSS**

Wednesday, May 15, 2002 - 8:30 a.m. –4:00 p.m.

8:30am	**Call to Order, Announcements**		
8:45	**Overview of proposal review and vendor selection**	**INFO**	**TAB 5**
9:15	**Report of proposal review and vendor selection process for subject knowledge test for prospective teachers (WEST-E)** ▪ Duncan MacQuarrie	**INFO/ DISCUSS**	**TAB 5**
10:15	**BREAK**		
10:30	**Full Board Discussion – Vendor Proposals for WEST-E**	**DISCUSS**	
11:30	**LUNCH**		
12:30	**Public Comment**	**INFO**	
12:45	**Continued Discussion and Action:** ▪ Selection of Vendor for WEST-E	**ACTION**	
1:30	**Route 4 Subcommittee Report** ▪ Ken Evans, PESB Member	**INFO/ DISCUSS**	**TAB 6**
3:30	**Principal Subcommittee Report**	**INFO/ DISCUSS**	

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AGENDA
July 13, 2002
Department of Labor and Industries Auditorium
Tumwater, Washington

Saturday, July 13, 2002 – 8:30 a.m. – 4:00 p.m.

			TAB #
8:30	**Call to Order, Approval of Agenda, Approval of Minutes, Announcements** ▪ Tom Charouhas, Chair		**1**
9:00	**Update on WEST-B Implementation** ▪ August full administration ▪ Communications plan ▪ Setting cut score	**Info/Discuss**	**2**
9:45	**Update on WEST-E Praxis** ▪ Advisory Committee Meetings ▪ Job Analysis ▪ Test Frameworks ▪ Item Development ▪ Policy related to MIT and post-baccalaureate programs	**Info/Discuss**	**3**
10:30	**BREAK**		
10:45	**Public Comment**		
11:00	**Adoption of Standard Setting Process for WEST-B**	**Action**	**2**
11:30	**Lunch**		
12:30	**Executive Director Report** ▪ End of FY 2002 and FY 2003 Budgets ▪ Update: Alternative Route Partnership Grants and Transition to Teaching Grants ▪ Policy Forum ▪ Compensation Study Group ▪ Legislative interim study plans	**Info/Discuss**	**4**

			TAB #
1:15	**2001 Educator Supply and Demand Report** ▪ Lin Douglas, Director of Professional Education and Certification	**Info/Discuss**	
1:45	**Western Governors University - Online Programs** ▪ Marti Garlett, Western Governors University	**Info/Discuss**	5
2:15	**Update from State Board of Education**	**Info/Discuss**	
2:30	**Route 4 Subcommittee Report & Proposal for Funding for Regional Certification-Only Teacher Preparation Centers** ▪ Ken Evans, Jennifer Wallace, Lin Douglas	**Info/Discuss**	6
3:30	**Professional Certificate Study Group Update** ▪ Carolyn Bradley, Jennifer Wallace	**Info/Discuss**	
4:00	**Adjourn**		

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AGENDA
Yakima, WA – ESD 105
September 24-25, 2002

September 24, 2002 - 8:30 a.m. – 5:00 p.m. and 6:00 p.m. - 8:00 p.m.

8:30 a.m.	**Call to Order, Approval of Agenda, Approval of Minutes, Announcements, Introduce New Members**	
9:00 a.m.	**Creating a new career and compensation structure for educators: Next steps for Washington** ▪ Dr. Allan Odden, Consortium for Policy Research in Education	**Info/ Discuss**
11:00 a.m.	**Presentation / Discussion – draft legislative proposal for recognition and service compensation for trained mentor teachers** ▪ Jennifer Wallace and OSPI staff Greg Williamson and Lin Douglas	**Info/ Discuss**
12:00 p.m.	**Working Lunch** **Report from Professional Certificate Study Committee** ▪ Carolyn Bradley	**Info/ Discuss**
1:00 p.m.	**Emerging legislative proposals** ▪ Jennifer Wallace	**Info/ Discuss**
2:15 p.m.	**WEST-B Update** ▪ David Anderson	**Info/ Discuss**
3:00 p.m.	**Discussion and adoption of Technical Advisory Committee Recommendations:** ▪ Weighting of the writing essay and multiple choice sections ▪ Standard setting process ▪ Adoption of cut scores by the board ▪ Score reporting ▪ Policy issues regarding number of retakes allowed and "shelf life" of candidates scores	**Info/ Discuss/ Action**
6:00 p.m.	**Evening work session: Review of Standard Setting Process**	**Info/ Discuss**

September 25, 2002 - 8:30 a.m. – 4:00 p.m.

8:30 a.m.	**Call to order, Announcements**	
8:45 a.m.	**Public comment**	
9:00 a.m.	**Formal adoption – WEST-B time extension for out-of-state applicants for residency teaching certificate**	**Action**
9:30 a.m.	**Presentation and discussion: Technical and policy issues associated with setting the passing score on the WEST-B** ▪ Dr. Stephen Klein, RAND Corporation and member, PESB Technical Advisory Committee	**Info/ Discuss**
11:00 a.m.	**Public comment**	
11:15 a.m.	**Continued discussion and adoption of cut score**	**Discuss/ Action**
12:00 p.m.	**Lunch**	
1:00 p.m.	**WEST-E Update** ▪ Lori Ingwerson, Educational Testing Services	**Info**
1:45 p.m.	**Report from Executive Committee: Continuation of PESB retreat – revisiting mission, vision and setting goals, strategies for next two year**	**Info/ Discuss**
3:00 p.m.	**Executive Director Report**	**Info/ Discuss**
	Executive Session:** Executive Director Annual Evaluation	**Closed Session**
	Adjourn	

**Under RCW 42.39.119, an executive session may be held for the purpose of receiving and evaluating complaints against or reviewing the qualifications of an applicant for public employment or reviewing the performance of a public employee; consultation with legal counsel regarding agency enforcement actions or actual or potential agency litigation considering the sale or acquisition of real estate; and or/reviewing professional negotiations.

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AGENDA
November 12-13, 2002
OSPI Burien Office
Burien, Washington

November 12, 2002, 9:00a.m. – 5:00p.m.

9:00	**Call to Order** Carolyn Bradley, Chair ▪ *Approval of Agenda* ▪ *Approval of Minutes* ▪ *Announcements*	
9:15	**State Board of Education** Larry Davis, SBE Executive Director	**Update**
9:305	**Implementation of Professional Certificate**	***TAB1*** **Panel Presentation Discussion**
Noon	**Public Comment**	
12:15	**Lunch**	
1:00	**2003 Legislative Proposals and PESB Position** Jennifer Wallace, PESB Executive Director	***TAB2*** **Presentation Discussion Action**
2:30	**Status of Alternative Route Partnership Grants**	***TAB 3*** **Panel Presentation Discussion**
4:00	**PESB Report on Alternative Route Programs** Jennifer Wallace, PESB Executive Director	***TAB3*** **Review Discussion Action**

November 13, 2002, 8:30a.m. – 5:00p.m.

8:30	**Call to Order** Carolyn Bradley, Chair ▪ *Announcements*	
9:00	**Teacher Evaluation Pilots and Implications for Statewide Scale-Up** Lin Douglas, Director, OSPI Professional Education and Certification Marilyn Simpson, Project Director, OSPI Teacher Development Project	**Presentation Discussion**
10:00	**PESB Goals and Strategic Plans** PESB Executive Committee	***TAB 4*** **Discussion Action**
11:30	**Lunch**	
12:30	**ESA Standards Session at PEAB Conference** Carol Coar Karen Rademaker-Simpson	***TAB 5*** **Update Discussion**
1:00	**PESB Annual Report** **Compensation Study Group Report** Jennifer Wallace, PESB Executive Director	***TAB 6*** **Review Discussion Action**
3:30	**Executive Director Report** Jennifer Wallace, PESB Executive Director	**Update Discussion**
4:00	**WEST-B & WEST-E** David Anderson, PESB Assessment Director ▪ *Report to Legislature on WEST-B*	***TAB 7*** **Update Discussion**

APPENDIX M

PESB FY 2002 Budget

PESB BUDGET
as of July 2002

		BUDGET	EXPENDED	BALANCE
STAFF	SALARIES AND WAGES	130,308.00	124,878.50	5,429.50
	EMPLOYEE BENEFITS	25,477.00	25,477.25	(0.25)
	PERSONAL SERVICE CONTRACTS	0.00	0.00	0.00
	GOODS AND SERVICES	17,125.10	16,735.90	389.20
	TRAVEL	8,500.00	3,432.65	5,067.35
	UNALLOTTED	1,521.33	0.00	1,521.33
STAFF		**182,931.43**	**170,524.30**	**12,407.13**
BOARD MEETINGS	PERSONAL SERVICE CONTRACTS	5,914.00	5,000.00	914.00
	GOODS AND SERVICES	15,494.30	12,289.11	3,205.19
	TRAVEL	46,680.70	42,759.87	3,920.83
	GRANTS/BENEFITS/CLIENT SERVICE	15,000.00	12,872.74	2,127.26
BOARD MEETINGS		**83,089.00**	**72,921.72**	**10,167.28**
ASSESSMENT STAFF	SALARIES AND WAGES	78,867.00	78,739.22	127.78
	EMPLOYEE BENEFITS	13,078.00	13,063.50	14.50
	PERSONAL SERVICES CONTRACTS	3,000.00	2,689.36	310.64
	GOODS AND SERVICES	5,749.69	5,226.28	523.41
	TRAVEL	790.31	598.42	191.89
ASSESSMENT STAFF		**101,485.00**	**100,316.78**	**1,168.22**
ASSESSMENT SUB-COMM.	PERSONAL SERVICE CONTRACTS	25,775.00	22,062.50	3,712.50
	GOODS AND SERVICES	1,000.00	289.26	710.74
	TRAVEL	1,600.00	499.03	1,100.97
ASSESSMENT SUB-COMM.		**28,375.00**	**22,850.79**	**5,524.21**
OTHER	PROFESSIONAL DEV.	2,000.00	487.68	1,512.32
	INDIRECT COSTS	27,463.00	27,463.00	0.00
		29,463.00	**27,950.68**	**1,512.32**
Travel and Equipment Reduction				**(10,438.00)**
3% Across the Board Reducation				**(13,000.00)**
TOTAL		**425,343.43**	**394,564.27**	**7,341.16**

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