Endorsement proposal

[Replace with endorsement sought]

# SUBMISSION INSTRUCTIONS

All residency teacher certificate programs must offer at least one endorsement. All CTE Plan 1 programs must offer at least one broad area endorsement. Find a list of endorsements in Appendix A or on the [PESB website](https://www.pesb.wa.gov/preparation-programs/endorsement-competencies/).

The approval process to offer an endorsement involves completing this endorsement proposal form. Every prospective endorsement program requires its own endorsement proposal.

Through the endorsement proposal, program leaders provide a complete picture of the prospective endorsement program. This includes providing concrete evidence of strategies and endorsement design. If approved, program leaders should be prepared to fully implement the endorsement. This is a formal document, please review and check for completion prior to submitting. If there are any questions on the form or process, email sophia.keskey@k12.wa.us.

## There are seven sections and one appendix in this form

### Review the appendix prior to completing this form.

1. Program information
2. Program features
3. Field experience and assessment requirements
4. Endorsement need
5. Organizational capacity
6. Content/field experience progression and endorsement competencies alignment
7. Signature and authorization

Appendix A: Endorsements

**Endorsement proposal formatting and submission requirements**

* Replace the second line of the document title with the endorsement you seek to offer (e.g. Biology or Visual Arts).
* Cite all sources and provide a works cited list when appropriate.
* Remove the “submission instructions” section prior to submitting the form.
* Submit form as a Microsoft Word document.
* Email completed form to sophia.keskey@k12.wa.us by your requested Board meeting deadline. [Find deadlines here.](https://www.pesb.wa.gov/preparation-programs/program-application-review/new-program-applications/new-educator-preparation-program/)
* File naming convention: Provider Name\_Endorsement Type\_MM.DD.YYYY [use date submitted] (e.g., North River College\_Physics\_08.20.2019)

**I. PROGRAM INFORMATION**

Program name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of provider institution or organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact:

|  |  |  |
| --- | --- | --- |
|  | **Primary contact information** | **Secondary contact information** |
| Name | Click here to enter text. | Click here to enter text. |
| Title | Click here to enter text. | Click here to enter text. |
| Address | Click here to enter text. | Click here to enter text. |
| Telephone | Click here to enter text. | Click here to enter text. |
| Email | Click here to enter text. | Click here to enter text. |

1. **Endorsement**

Provide the endorsement you seek to offer (e.g. Middle level science endorsement or Dance endorsement). Everything in this proposal must be tailored to the specific endorsement. You can find a list of endorsements in Appendix A.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Prospective teacher program leaders have read and understood the [relevant endorsement competencies](https://www.pesb.wa.gov/preparation-programs/endorsement-competencies/).

1. **Endorsement options**Check all that apply.

[ ]  Available to pre-service teacher candidates

[ ]  Available to in-service educators looking to add an endorsement

1. **Cost for candidates**

Provide dollar amount(s). Amount should be inclusive of tuition and required program fees, not state assessment fees.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Projected full enrollment in endorsement program**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (year) (# of candidates)

1. **Anticipated endorsement program start date**

Provide month and year (e.g. September 2021).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**II. PROGRAM FEATURES**

1. **Endorsement program schedule (at the proposed time of beginning instruction)**

Check all that apply.

[ ]  Day classes

[ ]  Evening classes

[ ]  Weekend classes

[ ]  Full-time option

[ ]  Part-time option

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Primary teaching and learning format by endorsement program element:**

Check the box with an (x), indicating how each endorsement program element will be delivered.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program element** | **Online** | **In-person** | **Both online and in-person** |
| Instruction | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Course and field-based assignment delivery and submission | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Connecting field experience (practice) and coursework (theory) | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Assessment supports | Click here to enter text. | Click here to enter text. | Click here to enter text. |

1. **Will this endorsement be offered through multiple programs?**

For example: At North River College, candidates in their Alternative Routes program x will all be required to participate in the bilingual endorsement, whereas candidates in their traditional route bachelor’s degree program y will be offered the option to participate in the bilingual endorsement or choose from a variety of other endorsement programs.

If yes, briefly outline each offering. 100 word maximum per offering.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Describe your endorsement program design.**

250 word maximum.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. FIELD EXPERIENCE AND ASSESSMENT REQUIREMENTS**

Respond to each criterion with an outline of how your proposed endorsement program intends to take action on each requirement. Please be aware of and avoid redundancies.

|  |  |
| --- | --- |
| **Field experience and clinical practice requirements** | **In what ways do the endorsement program and program actors ensure each criterion is upheld?**  |
| **1. Field experiences will provide candidates with:** |
| 1. Opportunities to plan, practice, and reflect on methods of instruction and differentiation.
 | Click here to enter text. |
| 1. Opportunities to work in communities or with student populations with backgrounds dissimilar to the background of the candidate.
 | Click here to enter text. |
| 1. Opportunities reflect upon interactions with diverse populations and communities in order to integrate professional growth in cultural responsiveness as a habit of practice.
 | Click here to enter text. |
| 1. Opportunities to design, implement, and receive feedback on cultural responsiveness in lessons, assignments, and activities.
 | Click here to enter text. |
| **2. Field placement. Programs shall ensure:** |
| 1. Field placement agreements will be supervised by faculty/staff on an on-going basis, including on-site visits.
 | Click here to enter text. |
| 1. Field placement practices, relationships, and agreements will be in place with all school districts in which candidates are placed for experiences leading to certification or endorsement.
 | Click here to enter text. |
| **3. Clinical practice. Programs shall ensure:** |
| 1. Clinical practice, defined as supervised planning, instruction, and reflection, is no less than 450 hours in classroom settings, with a qualifying mentor teacher.
 | Click here to enter text. |
| 1. Supervision of clinical practice is provided by P-12 mentors.
 | Click here to enter text. |
| 1. Mentors are:
	* Instructional leaders collaboratively identified with the partner school or district
	* Provided with a set of internship expectations
	* Receive or provide evidence of training on mentoring adult learners and culturally responsive teaching and learning
	* Fully certificated school personnel and have a minimum of three years professional experience in the role they are supervising.
 | Click here to enter text. |
| 1. Effectiveness of mentor preparation and communication are reviewed annually by faculty/staff.
 | Click here to enter text. |
| 1. Entry and exit criteria and a process for mitigating concerns during clinical practice are provided for candidates and the mentor.
 | Click here to enter text. |
| 1. Evidence is collected to document each candidate’s positive impact on student learning in the endorsement area.
 | Click here to enter text. |
| **Assessment requirements** | **In what ways do the endorsement program and program actors ensure each requirement is upheld?**  |
| **4. Program improvement. Programs shall ensure:** |
| 1. Candidate performance, relative to the competencies, will be aggregated, analyzed, and used for program improvement.
 | Click here to enter text. |
| **5. Basic skills assessment. Programs shall ensure:**  |
| 1. All candidates entering the program have taken the WEST-B or its alternative or equivalent tests per chapter 181-01 WAC at the time of admission. The candidate must take the WEST-B or alternatives (SAT, ACT) or equivalent tests, and provide evidence of meeting this requirement to the program at the time of admissions. The provider must collect and hold evidence of candidates meeting this requirement.
 | Click here to enter text. |
| **6. Content knowledge assessment (WEST-E or NES). Programs shall ensure:** |
| 1. The candidate has successfully attempted at least one WEST-E/NES test per chapter 181-78A-300 WAC prior to placing a teacher candidate in a student teaching role with a district. The provider must collect and hold evidence of candidates meeting this requirement.
 | Click here to enter text. |
| 1. Candidates who do not receive a passing score on the endorsement-specific WEST-E / NES are provided access to:
	* Content remediation by faculty/staff with content expertise and;
	* Include the remediation process, timeline, and how this is communicated to candidates at the program onset.
 | Click here to enter text.  |
| **7. Performance assessment (edTPA). Programs shall ensure:**  |
| 1. Each candidate engages in a performance assessment process approved by the board (edTPA).
 | Click here to enter text. |
| 1. Candidates who do not receive a passing score on the edTPA are provided access to:
	* Content-specific pedagogy remediation by faculty/staff with content-specific pedagogy expertise and,
	* Include the remediation process, timeline, and how this is communicated to candidates at the program onset.
 | Click here to enter text. |
| **Program expectations** | **In what ways do the endorsement program and program actors ensure each requirement is upheld?**  |
| **8. Program expectations. Programs shall provide:**  |
| 1. Published and accessible learner expectations for program requirements to all candidates.
 | Click here to enter text. |
| 1. The process for counseling out candidates who do not meet dispositions of professional educators or minimum content and pedagogy requirements after remediation has been provided by qualified faculty/staff.
 | Click here to enter text. |

**IV. ENDORSEMENT NEED**

1. **Partner district input**
2. List the P-12 partner districts that provided input on their workforce needs.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the goals of your P-12 partner districts for increasing underrepresented populations in the workplace? Describe how your institution plans to address these goals with this endorsement program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the content area needs identified by the P-12 partner districts and/or PESB [identified content area shortages](https://www.pesb.wa.gov/workforce/educator-shortage/)? Describe in what ways your institution will address these needs (e.g. recruitment and retention efforts, community outreach, etc.).

If you are responding to a local need not included on the PESB statewide and regional lists, follow PESB’s [local shortage guidance](https://docs.google.com/document/d/13BCoefRK0ip1ZSxzjkE5jNga1wgbneCzSUZ-L1RUkdI/edit?usp=sharing) to demonstrate need.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**V. ORGANIZATIONAL CAPACITY**

1. **Describe previous experience in offering endorsements of this type.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Access**
2. Describe how your institution will provide access to this endorsement program (e.g., financial aid, grant, or scholarship) to potential candidates in our state.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Describe how program faculty/staff and candidates will have access to adequate, endorsement-specific resources (classrooms, lab space, technology, information, advising, and curricula).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Faculty, staff, and mentors**
2. Describe how the endorsement program will meet the requirements of providing instruction by faculty/staff with content-specific expertise who are qualified for their assignments by virtue of education, experience, and current understanding of research and best practices (earned doctorates or exceptional expertise; clinical faculty/staff have professional P-12 expertise at the levels they are supervising candidates). Include percentage of the endorsement program being instructed by these individuals.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Describe candidates’ access to P-12 practitioners (mentors) with content-specific expertise and pedagogy (see mentor definition in question 2b). Include percentage of the endorsement program being instructed by these individuals.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Complete the chart below by including key faculty who will teach endorsement coursework. Add rows if needed. The first row is an example and should be deleted before the form is sent to PESB.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **P-12 & Higher education instruction experience** | **Degree** | **Status (FT/PT; tenure/tenure track/adjunct)** | **Assigned endorsement courses** |
| EXAMPLEFirstLast | EXAMPLE* Associate Professor at North River College, 2017- present
* Lecturer at North River College, 2009-2017
* Head Start/ECEAP, 1988-2008
 | EXAMPLE* Ed. D., Higher Education Administration, Northeastern University
* MS, Instruction: Elementary Education & Teaching English to Speakers of Other Languages, Drexel University
* BA, Human Development, Early Childhood Education, Pacific Oaks College
 | EXAMPLE Full-time, Tenure track | EXAMPLEELEM 220 Literacy instructionELEM 300 Students, families, and communitiesELEM 320Advanced literacy instruction |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

**VI. CONTENT/FIELD EXPERIENCE PROGRESSION AND ENDORSEMENT COMPETENCIES ALIGNMENT**

1. **Endorsement content/field experience progression and endorsement competencies alignment table**

Complete the table below to demonstrate alignment between your intended endorsement content sequence, content descriptions, and [endorsement competencies](https://www.pesb.wa.gov/preparation-programs/endorsement-competencies/). Reference and address the smallest competency level (referred to as a “component area”) available. All component areas must be addressed. Only include courses relevant to the endorsement.

Find the [endorsement competencies here](https://www.pesb.wa.gov/preparation-programs/endorsement-competencies/).

|  |  |  |
| --- | --- | --- |
| **Content and field experience progression** | **Course or content module description** | **Endorsement competencies** |
| List courses or content modules in the sequence a typical endorsement candidate would experience them. Indicate the same sequence date and/or include a brief explanation if candidates have a choice between multiple content offerings at the same time.  | Briefly describe each course or content module, include all content necessary for completing your endorsement program. Include a title and intended outcomes.  | Find the endorsement competencies for your proposed endorsement [here](https://www.pesb.wa.gov/preparation-programs/endorsement-competencies/). Cite each component area to which the course is aligned. A component area can be cited multiple times.  |
| EXAMPLE (this is an example of how to complete the table, not an exemplary course or content module):Second year, fall semester. | EXAMPLE (this is an example of how to complete the table, not an exemplary course or content module):ELEM 220 Literacy instructionInvestigate and implement strategies for student literacy skill acquisition in reading, writing, listening, and speaking at various developmental stages. Focus will be on strategies supporting culturally, linguistically, and ability diverse students. Additional course topics will include incorporating an array of purposes, genres, and diverse authors into curriculum; various methods to assess student literacy skills; integrating literacy skill acquisition across subjects and curriculum; etc.Intended outcomes: * Create literacy lesson plans with differentiation for various skill levels and prior knowledge, incorporation of relevant materials (including technology), and other lesson plan structural elements.
* Describe and analyze literacy development progression across students from kindergarten through eighth grade.
* Integrate literacy skill acquisition across subjects and curriculum including but not limited to: social studies, science, mathematics, arts, and English language arts.
* Assess potential literacy materials for cultural responsiveness.
* Develop formative and summative literacy skill assessments.
* Choose developmentally appropriate literacy tools, including the appropriate technology.
 | EXAMPLE (this is an example of how to complete the table, not an exemplary course or content module):Elementary endorsement competencies:1.B.1.C1.B.2.A, 1.B.2.B, 1.B.2.H, 1.B.2.J, 1.B.2.K, I.B.2.P1.B.4.A |
| Click here to enter text. | Click here to enter text. | Click here to enter text. |

1. **Attachments and assurances**

[ ]  Attach key program assessments and rubrics used to evaluate candidate capacity/performance for each competency. Do not include assignments or other materials.

[ ]  Prospective program leaders ensure all endorsement competencies are addressed and have included all competencies in the “Endorsement content/field experience progression and endorsement competencies alignment table.”

**VII. SIGNATURES AND ASSURANCES**

[ ]  Provider understands and is prepared to submit necessary data and reports per WAC 181-78A-100, WAC 181-78A-105(5), and WAC 181-78A-110.

[ ]  Provider fully understands and agrees to adhere to the legal testing requirements for program entry and graduation as outlined in RCW 28A.410.220.

*Program has read the requirements under this Assurances section and agrees to comply for the duration of the operation of the endorsement program.*

Sign and date below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Chief Academic Officer or Equivalent Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Dean of Degree/Certification or Equivalent Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**APPENDIX A: ENDORSEMENTS**

Find all [endorsement competencies here](https://www.pesb.wa.gov/preparation-programs/endorsement-competencies/).

Beginning September 1, 2019, candidates for certification seeking one of the following endorsements are required to pair it with a second endorsement: bilingual education, English Language Learner (ELL), special education, early childhood special education, and science. A program can recommend a candidate for certification once the candidate has completed at least one program endorsement. For additional information, please review the [dual endorsement FAQ](https://docs.google.com/document/d/1OpeGEEfHfbmaVrrrCcpkvBv5wydzyfHT2bNWEvm75ZU/edit?usp=sharing).

**Endorsement list**

Agricultural education (CTE)

Bilingual education

Biology

Business and marketing (CTE)

Chemistry

Choral music

Computer science

Dance

Early childhood education

Early childhood special education

Earth and space science

Elementary education

English language arts

English language learner

Family and consumer sciences education (CTE)

General music

Health and Fitness

History

Instrumental music

Library media

Mathematics

Middle level humanities

Middle level mathematics

Middle level science

Physics

Reading

Science

Social studies

Special education

Technology education (CTE)

Theater arts

Traffic safety

Visual arts

World languages

**Specialty endorsements\***

Deaf education

Elementary mathematics specialist

Environment and sustainability education

Gifted education

Teacher of the visually impaired

\*To offer a specialty endorsement contact sophia.keskey@k12.wa.us for the correct form.