New educator preparation program

Full proposal

# SUBMISSION INSTRUCTIONS

This form, the full proposal, is the third and final stage to apply to offer an educator preparation program. The full proposal applies to the following roles. For residency school psychologist and residency counselor full proposal forms, email [prajakta.deshmukh@k12.wa.us](mailto:prajakta.deshmukh@k12.wa.us).

* Residency teacher certificate
* Residency principal
* Residency program administrator
* Initial superintendent
* Initial Career and Technical Education (CTE) teacher
* Initial CTE administrator

Through the full proposal, program leaders describe in what ways proposed program leaders will ensure specific program requirements. Program leaders also have an opportunity to provide any changes or updates to proposed strategies and actions from the pre-proposal. If approved, program leaders should be prepared to fully implement the proposed program. This is a formal document, please review and check for completion prior to submitting. PESB staff will not accept submissions without all required attachments and / or with sections left blank. If there are any questions on the form or process, email [prajakta.deshmukh@k12.wa.us](mailto:prajakta.deshmukh@k12.wa.us)..

## There are six sections and three appendices in this form

Read the appendices prior to completing this form. You will submit multiple documents alongside the full proposal form.

1. Program information
2. Attachments (check that all required attachments are included with this form)
3. Professional Educator Advisory Board (PEAB)
4. Assessment structures (teacher preparation programs only)
5. Additional instructional topic requirements
6. Signatures and assurances

Appendix A: Data sharing agreement statement

Appendix B: District letters of support template

Appendix B: Endorsements

Appendix D: Program review process

[Other attachments include](https://www.pesb.wa.gov/preparation-programs/approval/become-a-new-program/): program standards and Alternative Routes requirements, content and clinical practice progression template, endorsement proposals, and letters of support from and/or Memorandums of Agreement (MOA) with potential partner districts.

## Full proposal formatting and submission requirements

* 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 portable document format (PDF).
* Email completed form to [prajakta.deshmukh@k12.wa.us](mailto:prajakta.deshmukh@k12.wa.us) by the deadline of your requested Board meeting. [Find deadlines here.](https://www.pesb.wa.gov/preparation-programs/program-application-review/new-program-applications/new-educator-preparation-program/)
* Full proposal file naming convention: Provider Name\_FP\_ Role type\_MM.DD.YYYY [use date submitted] (e.g. North River College\_FP\_Principal\_08.20.2019).
* Attachment file naming convention: Provider Name\_Attachment descriptor\_Role type\_ MM.BB.YYYY [use date submitted] (e.g. North River College\_Content Progression\_Principal\_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. |

If PESB staff become aware of any information or finding involving this program provider related to local, state, or federal policy that is relevant to preparation program standards, role standards, or competencies, that information may be included in materials shared with the board. If you have information you believe may be relevant, provide as part of this proposal.

## Type of certificate to be offered

Check all that apply.

Residency teacher certificate

Residency principal

Residency program administrator

Initial superintendent

Initial Career and Technical Education (CTE) teacher

Initial CTE administrator

Residency school counselor

Residency school psychologist

## Certificates and degrees

Check all that apply.

Certification only

Certification with bachelor’s degree

Certification with master’s degree

Certification with doctoral degree

Certification with other degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Organization Type

Check the box that applies.

Public college or university

Private/independent college or university

Not-for-profit organization

For-profit organization

Educational Service District

School district

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Applying for Alternative Routes program?\*

Check all that apply. \*Only residency teacher programs can offer Alternative Routes.

Traditional route

Alternative Route 1

Alternative Route 2

Alternative Route 3

Alternative Route 4

Not a residency teacher program

## Initial CTE teacher certificate, program type

Check the box that applies.

CTE Plan 1 (candidates are prepared for both residency teacher certification and initial CTE teacher certification)

CTE Plan 2 (candidates are prepared for initial CTE teacher certification)

Not an initial CTE teacher certificate program

## Anticipated program start date

Provide month and year (e.g. September 2023).

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

## Cost for candidates

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

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

# II. ATTACHMENTS

Attach [program standards and Alternative Routes requirements attachment](https://www.pesb.wa.gov/wp-content/uploads/PESB_Program-standards-and-Alt-Routes-requirements_01_2021.docx).

Attach [course progression aligned to the role standards of your proposed program](https://www.pesb.wa.gov/wp-content/uploads/PESB_Content-progression_01.2021.docx). Use the template provided.

Attach signed Education Research & Data Center (ERDC) data sharing statement attachment.

All programs, except Alternative Routes: Attach letters of support from potential partner districts. See Appendix A for template.

Alternative Routes programs: Attach all [Memorandums of Agreement (MOA)](https://www.pesb.wa.gov/wp-content/uploads/TEMPLATE-MOA-Alternative-Route-Programs-2019.02.13.docx) with partner districts.

All residency teacher and CTE Plan 1 programs: attach an [endorsement proposal](https://www.pesb.wa.gov/wp-content/uploads/PESB_Endorsement-proposal-form_01.2021.docx) for each potential endorsement offering. List prospective endorsement offerings here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# III. PROFESSIONAL EDUCATOR ADVISORY BOARD (PEAB)

A Professional Educator Advisory Board (PEAB) is established to participate in and cooperate with the provider on decisions related to the development, implementation, and revision of preparation programs. The PEAB for the proposed program must engage fully with the proposal and program development before submitting the full proposal. Program leaders should read all PEAB related WAC before completing this section (WAC 181-78A-205, 207, 209, 215).

1. In what ways will the program and PEAB collaborate towards ongoing program development, improvement, and implementation?

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1. How will PEAB recommendations and commendations inform the program’s continuous improvement? How will program leaders respond in writing to PEAB recommendations?

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1. What data will be regularly presented to PEAB members to assist PEAB’s program recommendations?

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1. What is the anticipated PEAB meeting schedule? How often and when will the PEAB meet?

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# IV. ASSESSMENT STRUCTURES

Teacher preparation programs only.

## Basic skills test (all teacher preparation programs)

A provider of a teacher preparation program must ensure that 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](https://docs.google.com/document/d/1RmYklBxt2lsIzmyqoE9FJCPN5c4D1-Zy6nXEOQR56tE/edit?usp=sharing) 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.

1. What role will the basic skills test play in your program’s admission process?

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1. How will your program collect and hold evidence to ensure all candidates have taken the WEST-B or its alternative upon admission?

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1. How does your program plan to use candidates’ basic skills test results as a formative assessment in determining a candidate's readiness and provide support if necessary (RCW 28A.410.220)?

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## Content knowledge test (residency teacher and CTE plan 1 programs only)

A provider of a teacher preparation program shall ensure that each candidate has successfully attempted at least one WEST-E/NES test per chapter 181-78A WAC prior to placing a teacher candidate in a student teaching role with a district. Providers support candidates in completing the requirements for at least one endorsement, including either passing the WEST-E/NES or recommending through a case-by-case exception process, prior to obtaining certification (WAC 181-02). [Learn more about the case-by-case exception policy](https://docs.google.com/document/d/1JRUi4xlLGP0OBxXRKByLRfSFK4A3D5RpUBVS-u63KS8/edit?usp=sharing). The provider must collect and hold evidence of candidates meeting this requirement.

1. How will your program collect and hold evidence to ensure all candidates have taken a content knowledge test prior to placing a candidate in a student teaching role?

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1. How will your program collect and hold evidence to ensure all candidates have completed all the requirements for at least one endorsement, including passed the WEST-E/NES or recommended through a case-by-case exception process, prior to recommending a candidate for certification (WAC 181-78A-232)?

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1. How will your program support candidates in taking and passing a content knowledge test, including candidates who are unsuccessful on the first attempt?

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1. How will your program implement a case-by-case exception process, including convening a committee and identifying alternative forms evidence? In what ways will the diversity, equity, and inclusion (DEI) framework be integrated? [View the case-by-case exception policy guidance and DEI framework](https://docs.google.com/document/d/1JRUi4xlLGP0OBxXRKByLRfSFK4A3D5RpUBVS-u63KS8/edit?usp=sharing).

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

## Performance assessment (residency teacher and CTE plan 1 programs only)

Residency teacher and CTE plan 1 preparation program providers may choose to use the edTPA as a formative tool if they include this information in all program descriptions per WAC 181-78A.

The edTPA is designed to assess how teacher candidates plan and teach lessons, exhibit culturally responsive instruction, and demonstrate approaches to differentiate student needs. The edTPA provides an opportunity for prospective teachers to demonstrate the knowledge and skills required to help all students learn in real classrooms.

[Learn more about the edTPA performance assessment.](https://www.pesb.wa.gov/preparation-programs/standards/assessments/performance-assessments-edtpa/)

1. Will your program plan to use the edTPA as a formative tool? Programs choosing to use the edTPA would set their own requirements for the assessment, such as any timelines, but may not require a passing score to be recommended for state certification. [HB 1028 Sec. 1.2](http://lawfilesext.leg.wa.gov/biennium/2021-22/Pdf/Bills/House%20Bills/1028-S2.pdf?q=20210306121620). If yes, please provide details about how it will be used as a formative tool.

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

1. If your program will use the edTPA as a formative tool, you are required to include this information in all program descriptions. How will you communicate your program’s use of the edTPA to candidates?

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1. If your program will not be using the edTPA, how will your program assess how teacher candidates plan and teach lessons, exhibit culturally responsive instruction, and demonstrate approaches to differentiate student needs? How will candidates demonstrate the knowledge and skills required to help all students learn in real classrooms?

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# V. ADDITIONAL INSTRUCTIONAL REQUIREMENTS

|  |  |  |  |
| --- | --- | --- | --- |
| Curriculum requirement | | Guiding question | In what ways do the program and program personnel ensure curriculum requirements are authentically implemented? |
| The WAC language related to each requirement. | | These questions operationalize the curriculum requirements. Use them as a prompt to guide your response. | Describe how your proposed program intends to take action on each component. Please be aware of and avoid redundancies. |
| 1. Issues of abuse (all programs)   WAC 181-78A-232(2) WAC 181-79A-200(1) | | | |
| *WAC 181-78A-232(2)*  (d) Providers ensure that educator candidates complete a course on issues of abuse as required by RCW 28A.410.035 and WAC 181-79A-200. | How do program personnel record or otherwise document that all candidates have completed the issues of abuse requirement? | | Click or tap here to enter text. |
| (1) The course work on issues of abuse and emotional or behavioral distress in students under RCW [**28A.410.035**](http://app.leg.wa.gov/RCW/default.aspx?cite=28A.410.035) will include content on the following:  (a) **Issues of abuse:**  (i) Identification of physical abuse, emotional abuse, sexual abuse, and substance abuse;  (ii) Commercial sexual abuse of a minor, as defined in RCW [**9.68A.100**](http://app.leg.wa.gov/RCW/default.aspx?cite=9.68A.100);  (iii) Sexual exploitation of a minor, as defined in RCW [**9.68A.040**](http://app.leg.wa.gov/RCW/default.aspx?cite=9.68A.040);  (iv) Information on the impact of abuse on the behavior and learning abilities of students;  (v) Discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse; and  (vi) Methods for teaching students about abuse of all types and their prevention.  (b) **Emotional or behavioral distress in students:**  (i) Knowledge and skill standards pertaining to recognition, initial screening, and response to emotional or behavioral distress in students;  (ii) This includes, but is not limited to, indicators of possible substance abuse, violence, and youth suicide. | In what ways do program personnel engage candidates in the required issues of abuse content?  In what course(s) or in-service program(s) is each content requirement addressed? | | Click or tap here to enter text. |
| Curriculum requirement | Guiding question | | In what ways do the program and program personnel ensure curriculum requirements are authentically implemented? |
| The WAC language related to each requirement. | These questions operationalize the curriculum requirements. Use them as a prompt to guide your response. | | Describe how your proposed program intends to take action on each component. Please be aware of and avoid redundancies. |
| Paraeducators (all programs)WAC 181-78A-233(3) Providers prepare candidates for their role in directing, supervising, and evaluating paraeducators. | | | |
| *Teacher preparation programs only:* (a) Prepare teacher candidates to direct paraeducators working with students in the classroom.  *Administrator preparation programs only:* (b) Prepare administrator candidates to supervise and evaluate paraeducators in schools. | In what ways does the program prepare educator candidates to understand, practice, and succeed in their role in collaborating with paraeducators? | | Click or tap here to enter text. |
|  |  | |  |
| (c) Providers ensure that all educator candidates demonstrate knowledge of the paraeducator standards of practice, as published by the paraeducator board.) | In what ways are assessments and learning activities developed and used to ensure that candidates demonstrate knowledge of the paraeducator standards of practice? | | Click or tap here to enter text. |
|
|
| Curriculum requirement | Guiding question | | In what ways do the program and program personnel ensure curriculum requirements are authentically implemented? |
| The WAC language related to each requirement. | These questions operationalize the curriculum requirements. Use them as a prompt to guide your response. | | Describe how your proposed program intends to take action on each component. Please be aware of and avoid redundancies. |
| Social emotional learning (all teacher and principal programs)WAC 181-78A-232 (3) | | | |
| (f) In order to ensure that teacher and principal candidates can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support, teacher and principal preparation program providers must incorporate the social emotional standards and benchmarks, and must provide guidance to candidates on related competencies described in RCW [**28A.410.270**](http://app.leg.wa.gov/RCW/default.aspx?cite=28A.410.270). | How are social emotional learning standards, benchmarks, and competencies used to develop assessments and learning activities to ensure that candidates can recognize signs of student emotional or behavioral stress and appropriately refer students? | | Click or tap here to enter text. |
| Curriculum requirement | Guiding question | | In what ways do the program and program personnel ensure curriculum requirements are authentically implemented? |
| The WAC language related to each requirement. | These questions operationalize the curriculum requirements. Use them as a prompt to guide your response. | | Describe how your proposed program intends to take action on each component. Please be aware of and avoid redundancies. |
| Since Time Immemorial (STI) Curriculum integration (all teacher preparation programs) WAC 181-78A-232(5) Teacher candidates engage with the Since Time Immemorial curriculum focused on history, culture, and government of American Indian peoples as prescribes in RCW [28B.10.710](https://app.leg.wa.gov/rcw/default.aspx?cite=28B.10.710). | | | |
| (a) There shall be a one quarter or semester course in either Washington state history and government, or Pacific Northwest history and government in the curriculum of all teacher preparation programs. | In what ways do program personnel engage candidates in Washington state or Pacific Northwest history and government? | | Click or tap here to enter text. |
| (b) No person shall be completed from any of said programs without completing said course of study, unless otherwise determined by the Washington professional educator standards board. | How do program personnel record or otherwise document that all candidates have completed a course of study in Washington state or Pacific Northwest history and government? | | Click or tap here to enter text. |
| (c) Any course in Washington state or Pacific Northwest history and government used to fulfill the requirement of this section shall include information on the culture, history, and government of the American Indian peoples who were the first human inhabitants of the state and the region. | In what ways do curricula and field experiences incorporate tribal culture, history, and government in local, regional, statewide, and nationwide contexts? | | Click or tap here to enter text. |
| (d) Teacher preparation program providers shall ensure that programs meet the requirements of this section by integrating the curriculum developed and made available free of charge by the office of the superintendent of curriculum developed and made available free of charge by the Office of the Superintendent of Public Instruction into existing programs or courses and may modify that curriculum in order to incorporate elements that have a regionally specific focus. | In what ways do program personnel use and integrate OSPI’s since time immemorial curriculum to ensure candidates develop and demonstrate knowledge of tribal culture, history, and government? | | Click or tap here to enter text. |
| Curriculum requirement | Guiding question | | In what ways do the program and program personnel ensure curriculum requirements are authentically implemented? |
| The WAC language related to each requirement. | These questions operationalize the curriculum requirements. Use them as a prompt to guide your response. | | Describe how your proposed program intends to take action on each component. Please be aware of and avoid redundancies. |
| Washington evaluation requirements (all programs)WAC 181-78A-233(4) Providers require candidates to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements. | | | |
| (a) Providers ensure educator candidates examine Washington's evaluation requirements, criteria, four-tiered performance rating system, student growth goals, and the preferred instructional frameworks used to describe the evaluation criteria. | How does the program prepare candidates to understand and practice their role in ongoing TPEP, Washington’s Teacher and Principal Evaluation Program? | | Click or tap here to enter text. |
| (b) Providers ensure educator candidates demonstrate knowledge and skill in self-assessment, goal setting, and reflective practice. | How do instructors use curricula, including professional growth plans, and field experiences to ensure candidates develop reflective, collaborative, professional-growth-centered practices?  In what ways do program leaders assess candidates’ demonstration of knowledge and skill in self-assessment, goal setting, and reflective practice? | | Click or tap here to enter text. |
| *Administrator preparation programs only:*  (c) Providers of administrator programs ensure candidates examine and practice classroom observation skills that recognize and limit bias and promote rater agreement on the four-tiered system. | In what ways do program leaders engage and assess candidates' knowledge of classroom observation skills to recognize and limit bias, as well as promote rater agreement on the four-tiered system? | | Click or tap here to enter text. |
| *Administrator preparation programs only:*  (d) Providers of administrator programs ensure candidates demonstrate knowledge and skill using student growth data and multiple measures of performance for use in evaluations. | In what ways are assessments and learning activities developed and used to ensure that candidates demonstrate knowledge in how to use student growth data and multiple measures of performance for use in evaluations? | | Click or tap here to enter text. |
| *Administrator preparation programs only:*  (e) Providers of administrator programs ensure candidates demonstrate knowledge and skill conducting evaluation conferences and developing teacher and principal support plans resulting from evaluations. | How do instructors use curricula and field experiences to ensure candidates demonstrate knowledge in conducting evaluation conferences and developing evaluation support plans? | | Click or tap here to enter text. |
| *Administrator preparation programs only:*  (f) Providers of administrator programs ensure candidates demonstrate knowledge and skill in the use of an online tool to manage the collection of observation notes, teacher and principal submitted materials, and other information related to the conduct of the evaluation. | How do the program leaders ensure and assess candidates’ knowledge and skill in using an online tool to manage the collection of materials related to evaluation? | | Click or tap here to enter text. |

# VI. SIGNATURES AND ASSURANCES

Provider understands PESB’s Program Review Process and agrees to and is prepared to submit necessary data and reports per WAC 181-78A-100, WAC 181-78A-105(5), and WAC 181-78A-110 (outlined in Appendix D).

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 educator preparation program.*

Please review and check for completion prior to submitting.

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: DATA SHARING AGREEMENT STATEMENT

Approved preparation programs collect and submit annual data using templates provided by PESB. PESB and the [Education Research Data Center (ERDC)](https://erdc.wa.gov/) collaborate to provide a technical guidance manual each year. The [educator preparation program accountability data collection and submission manual](https://erdc.wa.gov/sites/default/files/Approved%202020%20Data%20Manual_0.pdf) defines each of the elements needed and provides guidance about how to submit data reports. With data sharing agreements in place, programs can access a secure file transfer system that allows all data to be safely uploaded to ERDC. The data manual and the [ERDC website](https://erdc.wa.gov/data-resources/working-with-our-data) provide additional details on this process.

Upon program approval, (type provider name here) will work with the ERDC to create a data sharing agreement. The following contacts will be designated representatives from type provider name here to work with the ERDC.

|  |  |  |
| --- | --- | --- |
|  | 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. |

Type provider name here has reviewed, understood, and agrees to the requirements for data sharing agreements outlined by ERDC in the data submission manual.

# APPENDIX B: DISTRICT LETTERS OF SUPPORT TEMPLATE

Required for all programs, except prospective Alternative Routes programs. Alternative Routes programs must submit [Memorandums of Agreement (MOA)](https://www.pesb.wa.gov/wp-content/uploads/TEMPLATE-MOA-Alternative-Route-Programs-2019.02.13.docx) with partner districts. If offering both traditional and Alternative Routes, you can submit a combination of MOAs and district letters of support. An MOA must be submitted for every district or district consortium in which an Alternative Routes candidate may be placed.

Letters of support indicate potential district partnerships for field experiences and clinical practice; serve as an outline of what a potential partnership could look like; and speak to the community need for your program. With that in mind, please modify and add additional items you and/or the district feel are relevant to your agreement. This is a template only. We expect modifications.

Potential district partners complete the letter of support in consultation with program leaders. Items in [ ] are guidelines and should be replaced with relevant information or removed.

## District template

[District letterhead, include district name and address, and identify key district contacts]

Dear [program leader],

[Introduction addressing your district’s interest in and need for the proposed program.]

[Describe how the program and your district plan to collaborate on the following activities. Remove items not relevant to your potential partnership and add items as necessary. Descriptions should be 100 words or less.

* Clinical practice
* Additional field placement
* Candidate recruitment
* Candidate screening
* Candidate selection
* Candidate oversight
* Mentor training
* Mentor support
* Etc.]

[Additionally, address the number of program candidates your district would have the capacity to support during their clinical practice.]

[Conclusion addressing desired outcome of a potential partnership with the proposed program.]

Sincerely,

[District superintendent or equivalent administrator]

# 

# APPENDIX C: 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

Deaf education

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

Elementary computer science

Elementary mathematics specialist

Environment and sustainability education

Gifted education

Secondary computer science

Teacher of the visually impaired

# APPENDIX D: PROGRAM REVIEW PROCESS

## 27-month review | WAC 181-78A-105(5)

Prior to the expiration of initial approval, staff of the board shall conduct a site visit to determine if the program is in full compliance and performance aligned with the state approval requirements. This includes a review of all applicable indicators and domain components for the type of program.

(a) The twenty-seven-month review is a formal review to evaluate recently approved educator preparation programs and consider them for continued approval.

(i) The formal review will incorporate the following elements:

(A) The board shall determine the schedule for formal reviews and the forms of documentation and validation that will be used for evaluation.

(B) Preparation program providers will submit requested evidence to the staff of the board.

(C) A review team will review the evidence and request additional information including information provided through documents and interviews with program provider staff or affiliates as needed. One board staff member will serve as chair on the review team during the review process but will not serve in an evaluative role. Additional members of the review team shall include on member of the programs professional educator advisory board, one P-12 practitioner with expertise related to the program scheduled for review, and two representatives of peer programs. Any two of these review team members, or two additional members must be identified individuals with expertise related to the domains of practice and standard components identified in annual written program feedback analyses.

(ii) The twenty-seven-month review team will use multiple data sources to address the specific goals listed in this section.

(A) The twenty-seven-month review team and the preparation program provider will use annual performance indicator data available at the time of review. Performance of programs on board approved indicators will be used by the review team to write the review report and by the board in consideration of the program's continued approval status.

(B) The twenty-seven-month review team and the preparation program provider will use evidence compiled by the provider that demonstrates performance aligned with all program standards and requirements. Programs' demonstration of upholding board approved standards and requirements will be used by the review team to write the review report and will be used by the board in consideration of continued approval status. Staff of the board will offer program providers guidance regarding the evidence required, how it may be gathered and used, and how it must be submitted.

(C) The twenty-seven-month review team and the preparation program provider will evaluate whether and to what degree the provider of the program under review has implemented the program in alignment with the goals and design for which it was approved. Fidelity to approved program designs and outcomes will be used by the review team to write the review report and by the board in consideration of continued approval status.

(D) The twenty-seven-month review team and the preparation program provider will evaluate whether and to what degree the provider of the program under review has demonstrated continuous improvement in its implementation and outcomes. Providers' ability to demonstrate continuous improvement in processes and outcomes will be used by the review team to write the review report and by the board in consideration of continued approval status.

(iii) Following the review, the review team will provide a report identifying any areas of practice in which program performance is out of alignment with standards and requirements.

(A) The report may also verify or contradict that the approved indicators or thresholds are functioning as intended.

(B) The review team's report and other appropriate documentation will be submitted to the provider and the board within six months of the formal twenty-seven-month review.

(C) Providers may submit a reply to the review team report within three weeks following receipt of the report. The board shall publish the process for submitting and reviewing the reply.

(D) In considering the review team's report, the board may request additional information for review, or take action to extend or change the educator preparation program's approval status.

(iv) Based upon the review team's report, the program provider's response, and any subsequent requests for information, as applicable, the board shall take one of the following actions:

(A) The board shall give full approval as described in WAC 181-78A-110 (1)(a).

(B) Limited approval as described in WAC 181-78A-110 (1)(b).

(C) Disapproval as described in WAC 181-78A-110 (1)(c).

(v) The board's staff may provide technical assistance to providers to help them improve their performance as described in WAC 181-78A-110 (1)(b)(iv).

(b) A provider may request a hearing in instances where it disagrees with the professional educator standards board's decision. This request must be made within twenty days from the decision date. The hearing will be conducted through the office of administrative hearings by an administrative law judge per chapter 34.05 RCW. The provider seeking a hearing will provide a written request to the board in accordance with WAC 10-08-035.

## Ongoing program review | WAC 181-78A-100

Providers of programs approved by the board shall comply with the review process established in this chapter and published by the board.

(1) **Teacher and principal preparation programs:** The board will annually review performance data of all educator preparation programs based on components and indicators established in this chapter and published by the board. The professional educator standards board will provide annual updated written guidance to providers regarding the submission of annual program data.

(a) Notification: If annual preparation program data analysis indicates that program performance falls below thresholds during any given review period, the board staff will provide written notification to the educator preparation program provider. The educator preparation program provider may choose to submit a response to the board staff. The response must be received by board staff within four weeks following receipt of the notification by the provider. The response should offer evidence of factors and circumstances that explain why program performance is below board approved thresholds on the indicators identified in the notice. The board staff will offer providers guidance on content and timelines for submission of this optional response. The board will review responses concurrently with annual data analysis reports.

(b) Interventions: Providers with program performance below indicator thresholds are subject to graduated levels of intervention as follows:

(i) Intervention 1 – Required self-study report: If a provider that received written notification of performance below threshold on one or more indicators during the previous review period has performance below thresholds on the same indicator(s) during the subsequent review period, the board will send the provider a second notification. The provider must complete a self-study report related to the components and domain(s) identified in both notifications and submit it to the board. The board will give providers written timelines and guidance for the submission of these materials. In the self-study report, the provider may also submit evidence and a description of the provider's performance related to the indicator(s), components, and domains identified in the notifications. If the board is satisfied with the self-study report, the board will approve it on the consent agenda of the board meeting following submission. If the board is not satisfied with the self-study report, staff will give providers additional written timelines and guidance to address the board's concerns.

(ii) Intervention 2 - Formal review: If a provider demonstrates performance below thresholds for a third successive review period or more, the professional educator standards board will provide a third notification. Based on its discretion and authorized by a vote, the board also may require a formal review related to the provider's performance in the domains of practice identified in the notifications. Prior to commencing a formal review, the board will consider the notifications, responses, and self-study report to determine whether to proceed with or postpone a formal review.

(A) The formal review will incorporate the following elements:

(I) The board shall determine the schedule for formal reviews and whether an on-site visit or other forms of documentation and validation will be used to evaluate programs under program approval standards.

(II) The provider will submit requested evidence to the board staff.

(III) A review team, including at least one member of the board, will review the evidence. The review team may request additional information including information provided through interviews with provider staff or affiliates as needed.

(IV) The review team will provide a report to the board identifying areas of practice associated with the previous notifications where the provider is out of compliance with educator preparation program requirements established in WAC 181-78A-300 and the educator preparation program expectations and outcomes established in WAC 181-78A-220. The review team may also identify areas of practice where the provider is out of compliance with educator preparation program requirements that were not associated with previous notifications but were noticed by the review team during the process of review. The report may also identify whether the approved indicators or thresholds are functioning as intended.

(V) Board staff serving on the review team will provide assistance to the review team during the review process but will not serve in an evaluative role.

(VI) The review team will submit its report and other appropriate documentation to the provider and the board within one year of the board designating the program for formal review.

(VII) The board may extend the length of the one-year period for submission of the review team's report up to two years at its discretion.

(B) Providers may submit a reply to the review team report within two weeks following receipt of the report. The reply is to focus on the evidence, conclusions, and recommendations in the report but also may include additional evidence of factors and circumstances that explain why program performance is persistently below board approved thresholds on the indicators identified in the notice and self-study report. The board shall publish the process for submitting and reviewing the reply.

(C) In considering the review team's report, the board may request additional information or review, or take action to extend, or change the program's approval status per the provisions of WAC 181-78A-110.

(c) A provider may request a hearing in instances where it disagrees with the board's decision to extend or change the program's approval status. This request must be made within twenty days from the decision date. The hearing will be conducted through the office of administrative hearings by an administrative law judge per chapter 34.05 RCW. The provider seeking a hearing will provide a written request to the professional educator standards board in accordance with WAC 10-08-035.

(d) In addition to annual indicator reviews, the board will publish a schedule for focused curriculum and instruction review for fully approved teacher and principal preparation programs.

(e) The professional educator standards board shall conduct formal reviews to evaluate curriculum and instruction, with particular focus on the cultural competency, diversity, equity, and inclusion standards; the social and emotional learning standards and benchmarks; and the approved preservice educator role standards. The board shall determine the schedule, format, and which forms of documentation and validation shall be used to evaluate programs. The result of the review will be a report. Based on the findings of the report, the board will decide to either renew full approval status or designate the program on limited approval pending action on the findings of the review report.

(i) Curriculum and instruction reviews will be conducted at least every five years and not more frequently than every three years.

(ii) Program providers will submit requested evidence to the staff of the board.

(iii) A review team will review the evidence and request additional information including information provided through interviews with provider staff or affiliates as needed. One board staff member will serve on the review team to provide assistance to the review team during the review process but will not serve in an evaluative role. Members of the review team shall include two preparation program providers at peer programs, at least one P-12 practitioner and one PEAB member with expertise related to the program scheduled for review, and two individuals with expertise related to culturally responsive practice and social and emotional learning.

(iv) Following the review, the review team will provide a report identifying any areas where the program is out of compliance with requirements established under this chapter and the program expectations and outcomes established in WAC [**181-78A-220**](http://app.leg.wa.gov/WAC/default.aspx?cite=181-78A-220).

(2) **Superintendent programs:** The board will annually review data related to the performance of all superintendent programs according to data reporting guidance published by the board.

(a) Annual data analysis: After each annual review period, the board will give superintendent program providers written analysis of annual data submission.

(b) Superintendent program review: The professional educator standards board shall determine the schedule for formal reviews and whether an on-site visit or other forms of documentation and validation shall be used for evaluation.

(i) Superintendent program reviews will be conducted at least every five years and not more frequently than every three years.

(ii) Superintendent program providers will submit requested evidence to the staff of the professional educator standards board.

(iii) A review team, including at least one member of the professional educator standards board, will review the evidence and request additional information including information provided through interviews with provider staff or affiliates as needed. One board staff member will serve on the review team to provide assistance to the review team during the review process but will not serve in an evaluative role. Additional members of the review team shall include at least one K-12 practitioner with expertise related to the program scheduled for review and two individuals with expertise related to the domains of practice identified in annual written analyses.

(iv) The two providers with peer representatives on the review team will be scheduled for annual review during the subsequent review period.

(v) At least three months in advance of scheduled review, superintendent program providers must complete a self-study report related to the components and domain(s) identified in the written analyses of annual data submissions. The board will give providers written timelines and guidance for the submission of these materials. In the self-study report, the provider may also provide evidence and a description of the provider's performance related to the indicator(s), components, and domains identified in the notifications. Evidence shall include such data and information from the annual data submissions required per WAC 181-78A-255(2) as have been designated by the board as evidence pertinent to the program approval process.

(c) Following the review, the review team will provide a report identifying any areas where the program is out of compliance with requirements established in WAC 181-78A-300 and the program expectations and outcomes established in WAC 181-78A-220.

(i) The report may also verify or contradict that the approved indicators or thresholds are functioning as intended.

(ii) The board may extend the length of the one-year report period up to two years at its discretion. The review team's report and other appropriate documentation will be submitted to the provider and the board within one year of the board designating the program for formal review.

(iii) Providers may submit a reply to the review team report within two weeks following receipt of the report. The reply is limited to evidence that the review disregarded state standards, failed to follow state procedures for review, or failed to consider evidence that was available at the time of the review. The board shall publish the process for submitting and reviewing the reply.

(iv) In considering the review team's report, the board may request additional information or review, or take action to extend or change the educator preparation program's approval status per the provisions of WAC 181-78A-110.

(d) A provider may request a hearing in instances where it disagrees with the professional educator standards board's decision. This request must be made within twenty days from the decision date. The hearing will be conducted through the office of administrative hearings by an administrative law judge per chapter 34.05 RCW. The provider seeking a hearing will provide a written request to the board in accordance with WAC 10-08-035.

(3) **Program administrator programs:** The board will annually review data related to the performance of all program administrator programs according to data and reporting guidelines published by the board.

(a) Program administrator programs implemented in conjunction with principal preparation programs will be reviewed concurrently with that provider's principal preparation program.

(b) Program administrator programs implemented in conjunction with superintendent preparation programs will be reviewed concurrently with that provider's superintendent preparation program.

(c) Program administrator programs not implemented in conjunction with a principal or superintendent program will be reviewed on a schedule published by the board.

## Approval status for existing programs | WAC 181-78A-110

Providers will be notified of their current program approval status after each annual review period. Approval status for all programs will be published on the board website.

(1) Based upon performance thresholds, formal program review reports, and national accreditation status, as applicable, the board shall take one of the following actions:

(a) Full approval.

(i) **Teacher and principal preparation programs:** The board shall approve programs that:

(A) Maintain overall performance at or above thresholds on program performance indicators; and

(B) Meet or exceed the program approval standards and requirements established in this chapter and published by the board.

(iii) **Superintendent programs:** The board shall approve programs that meet or exceed the program approval standards and requirements established in this chapter and published by the board.

(iv) **Program administrator programs:** The board shall approve programs that meet or exceed the program approval standards and requirements established in this chapter and published by the board.

(b) Limited approval.

(i) **Teacher and principal:** The board may grant limited approval to educator preparation programs with performance below thresholds established by the professional educator standards board for more than three consecutive review periods. Based on the report of the site-based review team, the board may elect to consider these programs "at-risk" for purposes of federal reporting. Programs deemed "at-risk" after subsequent review periods of low performance on established thresholds, and with board consideration of the outcome of the formal review and report submitted per WAC 181-78A-100, may be granted continued limited approval with the designation of "low-performing" for purposes of federal reporting.

(iii) **Superintendent:** The board shall give limited approval to programs that do not meet program approval standards and requirements established in this chapter and published by the board.

(iv) **Program administrator**: The board shall give limited approval to programs that do not meet program approval standards and requirements established in this chapter and published by the board.

(v) The board's staff may provide technical assistance to providers of low-performing preparation programs to help them improve their performance. Technical assistance may include, but is not limited to:

(A) Detailed information on the programs performance relative indicators.

(B) Assistance to address the performance and rigor of programs.

(C) Assistance to identify resources to assist program improvement.

(D) Sharing practices found effective in exemplary programs.

(c) Disapproval.

(i) **A teacher or administrator program** must be in limited approval status for at least one full review period before being considered by the board for disapproval. A provider whose program has been disapproved may request a hearing to be conducted through the office of administrative hearings under WAC 10-08-035.

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