New educator preparation program

Program standards and Alternative Routes requirements

Full proposal

# I. PROGRAM STANDARDS

All prospective programs complete the table with any updates to how program leaders intend to ensure each program standard. Alternative Routes programs have an additional table at the end of this document to address the Alternative Routes specific requirements.

Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/standards/program-standards/) before completing this table.

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| Directions |
| Domain and standard component area | Pre-proposal answer  | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| The language of each domain standard component area is below.  | Provide your answers from the pre-proposal. | These questions operationalize the program standards. Use them as a prompt to ensure your proposed program has concrete strategies, actions, structures, and plans to implement the standards.  | Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) (WAC 181-78A-231 to 237) before completing this table. Describe any changes made to proposed strategies and actions intended to ensure each standard component area. Include the rationale behind the change. Language should be precise and action oriented. Please be aware of and avoid redundancies.If no changes have been made, write “no changes have been made” in the relevant section.  |

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| Domain 1: Candidates and cohortsEducator Preparation Programs recruit, select, and prepare diverse cohorts of candidates with potential to be outstanding educators |
| Domain and standard component area | Pre-proposal answer | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| 1.A. Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition promising educator candidates. | Click or tap here to enter text. | What strategies and practices are used to conduct outreach and develop partnerships in ways that enable program personnel to recruit, admit, and support educator candidates? | Click or tap here to enter text. |
| 1.B. Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington state public schools. | Click or tap here to enter text. | How has the program developed, implemented, and improved the strategies and practices used to recruit and retain candidates from underrepresented groups? | Click or tap here to enter text. |
| 1.C. Providers set, publish, and uphold program admission standards to ensure that all educator candidates and cohorts are academically capable and technically prepared to succeed in educator preparation programs. | Click or tap here to enter text. | How does the program set, communicate, and apply admission standards?How are individuals identified for supports? | Click or tap here to enter text. |
| Domain 2: Candidate knowledge, skills, and cultural responsivenessEducator Preparation Program providers prepare candidates who demonstrate the knowledge, skills and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state’s approved standards. |
| Domain and standard component area | Pre-proposal answer | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| 2.A. Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments. | Click or tap here to enter text. | In what ways do program instructors use strategies, pedagogies, and assessments in ways that model high-quality? How are professional learning opportunities and evaluations used to support program instructors’ ongoing improvement?  | Click or tap here to enter text. |
| 2.B. Providers ensure that candidates demonstrate the necessary subject matter knowledge for success as educators in schools. | Click or tap here to enter text. | How are national standards and other resources used to develop assessments and learning activities to ensure that candidates demonstrate the necessary subject matter knowledge for success as educators in schools?  | Click or tap here to enter text. |
| 2.C. Providers ensure that candidates demonstrate pedagogical knowledge and skill relative to the professional standards adopted by the board for the role for which candidates are being prepared. | Click or tap here to enter text. | How do the structures and practices of field experiences enrich candidates’ ability to demonstrate knowledge and competencies aligned with standards for the role?How are field experiences structured and implemented to ensure that each candidate meaningfully applies knowledge developed through coursework, receives feedback, and successfully completes the teacher performance assessment during the candidate’s clinical practice? | Click or tap here to enter text. |
| 2.D. Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators. | Click or tap here to enter text. | In what ways do program personnel’ work with curriculum, methods, community relationships, and field experiences ensure each candidate exhibits the knowledge and skills of culturally responsive educators? How do program personnel use coursework and field experiences to model equity pedagogies that invite candidates to leverage their own prior experiences, cultural knowledge, and frames of reference to make learning encounters more relevant and effective?  | Click or tap here to enter text. |
| 2.E. Providers ensure that teacher candidates engage with the Since Time Immemorial (STI) curriculum focused on history, culture, and government of American Indian peoples as prescribed in  [RCW 28B.10.710](https://app.leg.wa.gov/rcw/default.aspx?cite=28B.10.710) and [WAC 181-78A-232.](https://apps.leg.wa.gov/wac/default.aspx?cite=181-78A-232) |  | In what ways do program personnel engage candidates in Washington state or Pacific Northwest history and government?In what ways do curricula and field experiences incorporate tribal culture, history, and government in local, regional, statewide, and nationwide contexts?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? |  |
| Domain 3: Novice practitionersEducator Preparation Programs prepare candidates who are role ready. |
| Domain and standard component area | Pre-proposal answer | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| 3.A. Providers prepare candidates who are ready to engage effectively in their role and context upon completion of educator preparation programs. | Click or tap here to enter text. | How do instructors engage curriculum, methods, community relationships, and field experiences to orient candidates to certification, licensure, and local administrative regulations? How do instructors engage curriculum, methods, community relationships, and field experiences to contextualize educators’ practice within contemporary socio-political context? | Click or tap here to enter text. |
| 3.B. Providers prepare candidates to develop reflective, collaborative, and professional growth-centered practices through regular evaluation of the effects of their practice through feedback and reflection. | Click or tap here to enter text. | How do instructors use curricula, including professional growth plans, and field experiences to ensure candidates develop reflective, collaborative, professional-growth-centered practices?  | Click or tap here to enter text. |
| 3.C. Providers prepare candidates for their role in directing, supervising, and evaluating paraeducators. | Click or tap here to enter text. | In what ways does the program prepare educators to understand, practice, and succeed in their role in collaborating with paraeducators?  | Click or tap here to enter text. |
| 3.D. Providers require candidates to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements. | Click or tap here to enter text. | 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. |
| Domain 4: State and local educator workforce needsProviders contribute positively to state and local educator workforce needs. |
| Domain and standard component area | Pre-proposal answer | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| 4.A. Providers partner with local schools, districts, and communities to assess and respond to educator workforce, student learning, and educator professional learning needs. | Click or tap here to enter text. | What practices do program personnel use to establish and develop partnerships with community organizations, schools, districts, and other partners to understand workforce patterns and needs?How do these practices inform program leaders about how to design, implement, and improve their preparation programs? | Click or tap here to enter text. |
| 4.B. Providers use preparation program and workforce data in cooperation with professional educator advisory boards to assess and respond to local and state workforce needs. | Click or tap here to enter text. | Which data are used to better understand workforce needs?Which workforce data are presented to the program’s professional educator advisory board?How do program leaders use and share data about state and local workforce needs to engage the professional educator advisory board and improve the preparation program?  | Click or tap here to enter text. |
| 4.C. Providers of teacher educator preparation programs prepare and recommend increasing numbers of candidates in endorsement and areas identified by the board as workforce priorities. | Click or tap here to enter text. | How do program leaders analyze, understand, and respond to state and local workforce shortages?How do program leaders’ responses to workforce data serve state and local workforce needs?  | Click or tap here to enter text. |
| Domain 5: Data and assessment systemsEducator Preparation Programs maintain data systems that are sufficient to direct program decision-making, inform state-level priorities, and report to the Professional Educator Standards Board. |
| Domain and standard component area | Pre-proposal answer | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| 5.A. Providers develop and maintain effective data systems that are sufficient for program growth, evaluation, and mandated reporting. | Click or tap here to enter text. | How are data systems and practices designed and implemented to provide actionable data on recruitment, retention, candidate learning, required assessments, and program operations?  | Click or tap here to enter text. |
| 5.B. Providers utilize secure data practices for storing, monitoring, reporting, and using data for program improvement. | Click or tap here to enter text. | What data systems, practices, and safeguards are in place to collect and store applicants’ and candidates’ data?  | Click or tap here to enter text. |
| 5.C. Providers produce and utilize data reports in accordance with data manual and reporting guidance published by the board. | Click or tap here to enter text. | What data system(s) are used for annual reporting to PESB?How are data systems and practices designed to provide information to PEABs and program colleagues?  | Click or tap here to enter text. |
| Domain 6: Field experience and clinical practiceProviders offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role. |
| Domain and standard component area | Pre-proposal answer | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| 6.A. Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125. | Click or tap here to enter text. | How do program leaders, instructors, and field supervisors collaborate with school partners to cooperatively design, implement, and evaluate field experiences, and clinical practices aligned with standards for the role?  | Click or tap here to enter text. |
| 6.B. Providers ensure that candidates integrate knowledge and skills developed through field experiences with the content of programs' course work. | Click or tap here to enter text. | How do candidates’ coursework and field experiences intersect in ways that engender reflective practice and learning?  | Click or tap here to enter text. |
| 6.C. Providers offer field experiences and related assessment requirements in accordance with WAC 181-78A and the board approved candidate assessment requirements. | Click or tap here to enter text. | How will candidates’ have robust learning opportunities through field experience evaluations and assessments, including the edTPA? | Click or tap here to enter text. |
| 6.D. Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status or local population density. | Click or tap here to enter text. | How do instructors and field supervisors engage community relationships through field experiences that ensure that candidates have opportunities to work in communities or with student populations with backgrounds dissimilar to the background of the candidate? How do instructors’ and field supervisors’ efforts ensure that candidates reflect upon interactions with diverse populations and communities and integrate professional growth in cultural responsiveness as a habit of education practice? | Click or tap here to enter text. |
| Domain 7: Program resources and governanceProviders ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability. |
| Domain and standard component area | Pre-proposal answer | Question prompt | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| 7.A. Providers ensure that programs utilize a separate administrative unit responsible for the composition and organization of the preparation program.  | Click or tap here to enter text. | How are program change decisions made? How do budget allocations for instructors, field support, administration, and outreach support sustained excellence? | Click or tap here to enter text. |
| 7.B. Providers ensure the program has adequate personnel to promote teaching and learning. | Click or tap here to enter text. | How do ratios of candidates-to-instructors and candidates-to-field supervisors support candidates learning?How are personnel decisions made?  | Click or tap here to enter text. |
| 7.C. Providers ensure the program has adequate facilities and resources to promote teaching and learning. | Click or tap here to enter text. | How do resources, facilities, and governance structures enable effective administration?How do resources, facilities, and governance structures enable program sustainability?How are facilities decisions made? | Click or tap here to enter text. |

# II. ALTERNATIVE ROUTES REQUIREMENTS WAC 181-80

Prospective Alternative Routes programs complete this additional table with any updates to how program leaders intend to ensure each Alternative Routes requirement.

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| Directions |
| WAC language | Pre-proposal answer  | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| The language of each requirement is below. | Provide your answers from the pre-proposal. | These questions operationalize the requirements. Use them as a prompt to ensure your proposed program has concrete strategies, actions, structures, and plans to implement the requirements.  | Please review [WAC 181-80](https://app.leg.wa.gov/Wac/default.aspx?cite=181-80&full=true), Alternative Routes requirements before completing this table. Describe any changes made to proposed strategies and actions intended to ensure each requirement. Include the rationale behind the change. Language should be precise and action oriented. Please be aware of and avoid redundancies.If no changes have been made, write “no changes have been made” in the relevant section. |

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| WAC 180-80-010 Basic requirements(1) Alternative routes to teacher certification programs are partnerships between professional educator standards board-approved preparation program providers, Washington school districts, and other partners as appropriate. These partnerships are focused on district-specific teacher shortage areas. Authorized alternative routes partnerships are eligible to apply for the alternative routes block grant and to facilitate alternative route conditional scholarship program as described in RCW 28A.660.050.(2) Each prospective teacher preparation program provider, in cooperation with a Washington school district or consortia of school districts operating an approved alternative route to teacher certification program, must meet the following requirements: |
| WAC language | Pre-proposal answer | Guiding question | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| (2)(a) Partnership requirements. Alternative routes providers shall establish an alternative routes partnership memorandum of agreement (MOA) between the approved teacher preparation program provider and each partnering district or consortia of districts. Each MOA shall require:(i) An identification, indication of commitment, and description of the role of approved teacher preparation program provider and partnering district or consortia of districts, including specific duties of each partner;(ii) The role of each partner in candidate recruitment, screening, selection, and oversight;(iii) The role of each partner in field placement and student teaching and a description of when each begins within the program;(iv) The role of each partner in mentorship selection, training, and support;(v) A description of how the district intends for the alternative route program to support its workforce development plan and how the presence of alternative route candidates will advance its school improvement plans. | Click or tap here to enter text. | Through MOAs, in what ways have the program built collaborative and specific relationships with partner districts which ensure district workforce development and that candidates have both program and district support? | Click or tap here to enter text. |
| (2)(b)(iv) Mentorship requirements must be met in accordance with WAC 181-78A-220 and 181-78A-300 and each candidate must be assigned a mentor. The candidate must receive mentoring for the duration of the residency. | Click or tap here to enter text. | How does the program and district identify, prepare, and retain mentors who are instructional leaders, have received training on mentoring adult learners, are fully certified, have three years minimum professional experience in the role, and other qualifications specific to the program? How does the program communicate expectations to mentors and site supervisors?  | Click or tap here to enter text. |
| (2)(b)(v) Teacher development plan: Ensure the design and use of a teacher development plan for each candidate. The plan shall specify the alternative route coursework and training required of each candidate and shall be developed by comparing the candidate's prior experience and coursework with the state's standards for residency certification. The plan must also include:(A) Identification of one or more tools to be used to assess a candidate's performance once the candidate is about halfway through their residency;(B) Recognition for relevant prior learning within the teacher development plan that demonstrates meeting residency certification competencies; and(C) A description of the criteria that would result in early exit from the program with residency certification. | Click or tap here to enter text. | In what ways does the program build and utilize teacher development plans to leverage each candidate’s prior formal and informal experiences and support their growth? How will the program embed residency certification standards, including cultural competency standards?How will the program and the candidate assess candidate performance? | Click or tap here to enter text. |
| (2)(b)(vi) Shortage areas. Alternative route programs shall enroll candidates in a subject or geographic endorsement shortage area, as defined by the professional educator standards board including, but not limited to, bilingual, English language learner, special education, early childhood education, and areas with shortages due to geographic location as determined by the professional educator standards board. | Click or tap here to enter text. | In what ways does your program enroll and support candidates in pursuing subject and geographic specific shortage areas as defined by PESB?What data is used to determine geographic shortages? | Click or tap here to enter text. |
| WAC 180-80-020 Program typesAlternative route programs under this chapter shall operate one to four specific route programs.\* Successful completion of an alternative route program shall meet the program completion requirements for residency teacher certification. The mentor of the teacher candidate at the school and the supervisor of the teacher candidate from the teacher preparation program provider must both agree that the teacher candidate has successfully completed the program.\*Only complete the sections relevant to the Route(s) you plan to offer through your program. |
| WAC language | Pre-proposal answer | Question prompt | Have there been any changes or updates to your proposed strategies and actions since your pre-proposal was presented to the Board? If yes, please describe the updates and rationale behind the changes. |
| (1) Route 1: Providers approved to offer route one programs shall enroll currently employed district staff members seeking residency teacher certification. Candidates enrolled in route one programs may complete both their baccalaureate degree and requirements for residency certification in two years or less. Program providers and partners shall uphold entry requirements for route one candidates that include:(a) A transferable associate degree, or associate degree, or associate of applied science, or ninety quarter credits or the equivalent in semester credits from an accredited institution of higher education;(b) District or building validation of qualifications, including one year of student interaction and leadership. | Click or tap here to enter text. | How do Route 1 entry requirements and structures influence and inform program recruitment and admissions, overall program design, and district partnerships? | Click or tap here to enter text. |
| (2) Route 2: Providers approved to offer route two programs shall enroll currently employed district staff members with baccalaureate degrees seeking residency teacher certification. Candidates enrolled in this route must complete a preresidency intensive academy. Program providers and partners shall uphold entry requirements for candidates that include:(a) A baccalaureate degree from an accredited institution of higher education;(b) District or building validation of qualifications, including one year of student interaction and leadership. | Click or tap here to enter text. | How do Route 2 entry requirements and structures influence and inform program admissions, overall program design, and district partnerships?  | Click or tap here to enter text. |
| (3) Route 3: Providers approved to offer route three programs shall enroll individuals with baccalaureate degrees, who are not employed in the district at the time of application. Candidates enrolled in this route must complete a preresidency intensive academy. Program providers and partners shall uphold entry requirements for candidates that include:(a) A baccalaureate degree from an accredited institution of higher education; and(b) External validation of qualifications, including demonstrated experience with students or children, such as reference letters and letters of support from previous employers. | Click or tap here to enter text. | How do Route 3 entry requirements and structures influence and inform program recruitment and admissions, overall program design, and district partnerships? | Click or tap here to enter text. |
| (4) Route 4: Providers approved to offer route four programs shall enroll individuals with baccalaureate degrees, who are employed in the district at the time of application, or who hold limited certificates as described in WAC 181-79A-231, or hold initial, continuing, or limited career technical education certificates as described in chapter 181-77 WAC. Candidates enrolled in this route must complete a preresidency intensive academy. The candidate will be delegated primary responsibility for planning, conducting, and evaluating instructional activities in a designated classroom. Program providers and partners shall uphold entry requirements for candidates that include:(a) A baccalaureate degree from an accredited institution of higher education; and(b) External validation of qualifications, including demonstrated experience with students or children, such as reference letters and letters of support from previous employers. | Click or tap here to enter text. | How do Route 4 entry requirements and structures influence and inform program recruitment and admissions, overall program design, and district partnerships? | Click or tap here to enter text. |
| (5) Applicants for alternative route programs who are eligible veterans or National Guard members and who meet the entry requirements for the alternative route program for which application is made shall be given preference in admission. | Click or tap here to enter text. | In what ways does the program take into consideration veteran or National Guard status during the admissions process?How does the program support veterans or National Guard members through application and admission? | Click or tap here to enter text. |