

SYSTEM TRANSFORMATION: COLLABORATIVE COMMUNITIES FOR CONTINUOUS IMPROVEMENT IN TEACHER PREPARATION

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Anna Corinne Huffman, Legislative and Policy Liaison

Dr. Koray Lynx, Program Manager, Educator Preparation

Leiani Sherwin, Program Director, Educator Preparation



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EXECUTIVE SUMMARY

Created in 2000, the Professional Educator Standards Board (PESB) ensures that Washington’s educator workforce is composed of highly effective, professional educators who meet the diverse needs of schools and districts. PESB works towards this vision by creating innovative policies that improve and support educator quality, workforce development, and diversity.

PESB approves and reviews all educator preparation programs in Washington state with the aim of ensuring that Washington-prepared educators are equipped with the skills and knowledge vital to teaching and supporting students. This includes traditional teacher programs (33 programs), alternative route teacher programs (23), and career and technical (CTE) teacher Plan I and II programs (12). PESB also oversees principal (16), superintendent (7), administrator (13), school counselor (6), and school psychologist (6) programs.

During the 2024 legislative session, PESB was directed to develop a “gap analysis” and “improvement plan” process to ensure that Washington teacher preparation programs are responding to the continuously changing needs of today’s classroom (ESSB 5950, Operating Budget, 2023-2025). The proviso instructed PESB to:

- **DEVELOP A LIST OF CHANGES:** By October 1, 2024, develop a list of “major changes to the educational system in statute and rule during the last ten years that might require pedagogical changes in preparation programs” with the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE).
- **CONVENE A GROUP OF TEACHERS AND PRINCIPALS:** By October 1, 2024, convene a group of P-12 educators, including teachers and principals, to identify what preparation programs must be providing candidates to prepare them for the modern classroom.
- **DEVELOP THE GAP ANALYSIS PROCESS:** By December 1, 2024, develop a process to facilitate an ongoing and collaborative process to help educator preparation programs respond to the continuously changing needs of the modern classroom; provide a feedback loop between school staff and programs; and promote continuity, consistency, and coherence across the educator preparation system regarding implementing new and existing standards.
- **COMPILE FINDINGS FROM EDUCATORS:** By June 1, 2025, compile a summary of the findings from the group of educators. Members of the legislature may review this summary upon request.

Per the proviso language, the proposed gap analysis process include the following elements:

- **REQUIREMENT 1:** Create a feedback loop between P-12 educators and preparation programs to promote continuity, consistency, and coherence across the educator preparation system.

- **REQUIREMENT 2:** Convene a group representing the educator preparation programs to review the list (major statutory and rule changes, see table above).
- **REQUIREMENT 3:** Require each preparation program to perform a gap analysis of their programs. The board (PESB) shall determine the components of this gap analysis.
- **REQUIREMENT 4:** Require, as needed, the submission of a plan of improvement and action plan to address the areas identified in the gap analysis.
- **REQUIREMENT 5:** A plan for compliance monitoring including recommendations related to potential consequences for programs not making sufficient progress.
- **REQUIREMENT 6:** A timeline that requires educator preparation programs to complete the process at least once every three years and aligns the process with other review processes.
- **REQUIREMENT 7:** In creating the process, the board shall begin with a process for teacher preparation programs offered at institutions of higher education and develop a phase-in plan for how to eventually include alternative route teacher certification programs and principal preparation programs.

To create a meaningful and effective gap analysis process in alignment with the direction of the proviso, PESB recommends the following actions:

- **Increase collaboration between P-12 and preparation programs:** To ensure continuity and collaboration between P-12 and preparation programs, PESB proposes the creation of a thoughtful feedback loop to allow P-12 educators and preparation program faculty to identify what knowledge and skills all beginning educators should have following the completion of their program. PESB also recommends that programs collaborate closely with their Professional Education Advisory Board (PEABs) during their self-evaluation and completion of their gap analysis. It is through these points of collaboration that the education system will experience greater synergy and coherence.
- **Implement the gap analysis process for traditional teacher preparation programs:** PESB recognizes that the establishment of a new gap analysis requirement for programs will take time to implement. PESB recommends that the gap analysis process be first implemented for traditional teacher programs. This will include traditional programs that are in “full approval” status. Programs will be expected to regularly conduct a gap analysis every three years.
- **Align new gap analysis process with existing Curriculum and Instruction (C&I) Review timelines:** To reduce burden on programs, while also striving to ensure the fidelity of the gap analysis process, PESB proposes that the gap analysis process be integrated with the existing program review requirements and timelines. PESB recommends that C&I review be conducted on a six-year cycle, with the three-year gap analysis process occurring twice during that cycle (once mid-way through a program’s C&I review, and once during a program’s C&I review).

In addition to these initial recommendations, PESB also recommends the following actions:

- **Gradually expand the gap analysis process to include alternative routes teacher programs and principal programs:** Following the implementation of the gap analysis process for traditional teacher programs, PESB recommends the process be gradually extended to alternative routes teacher programs, as well as principal programs, subject to available funding and resources.
- **Reflect and update the gap analysis process as needed:** PESB recognizes that the implementation of the proposed gap analysis process will require Board decision-making, flexibility of preparation programs, and system adaptation. PESB recommends that the gap analysis process, as detailed in this report, be updated as necessary and reflect the feedback from P-12 and teacher educators in the state. It is through this flexibility that this process will become most impactful and effective.

By implementing these recommendations, PESB aims to create and implement a thoughtful gap analysis process that facilitates meaningful reflection, intentional collaboration, and continuous improvement in educator preparation.

BACKGROUND: EXISTING PROGRAM APPROVAL AND REVIEW PROCESSES

In developing the proposed gap analysis process, PESB examined key features of the existing review processes and considered how this new process may be integrated effectively. Currently, teacher preparation programs undergo the following steps of approval and review:

INITIAL APPROVAL: To become a program, all educator preparation programs (EPPs) undergo an approval process that includes: 1) submitting a Notification of Intent (NOI), 2) submitting a pre-proposal, and 3) submitting a full proposal. Initial approval is granted to programs once their full proposal is approved by the Board. Through the PESB approval process, prospective educator preparation program providers must show that they are ready to meet [PESB's standards and requirements](#). This ensures that candidates have access to high-quality programs that will help them develop as educators and positively impact their future students, schools, and districts. PESB requires all prospective providers to outline and provide evidence of their plans to uphold program standards. This includes demonstrating their financial and organizational capacity, as well as detailing their approach to content delivery and clinical practice progression.

INITIAL REVIEW (27-MONTH REVIEW): This is the first review conducted after the program is granted initial approval. EPPs are initially approved to serve and instruct candidates for up to 27 months. Before the 27 months end, PESB conducts a site-visit based review. The initial review involves looking at the program's performance on multiple dimensions of merit, including design fidelity, standards alignment, key performance indicators, and the ability to demonstrate continuous improvement. The review process produces the following information:

- Better understanding of program design, implementation, and outcomes
- Opportunities for strategic input on preparation programming
- An approval decision by PESB board members

Depending on the review outcome, the program is granted either full approval or extended limited approval, or its approval is rescinded.

FOCUSED FOLLOW-UPS: After initial review, if an EPP needs additional work to obtain approval, PESB may grant extended limited approval, typically for one year. During the year, PESB review staff support the program to make improvements based on board member and reviewer feedback. The program submits evidence to demonstrate their progress, including a narrative that references domain areas the program worked on during the year. This year serves as the first focused follow-up year. A program may also be granted an extended limited approval for one additional year. This additional year serves as the second focused follow-up year.

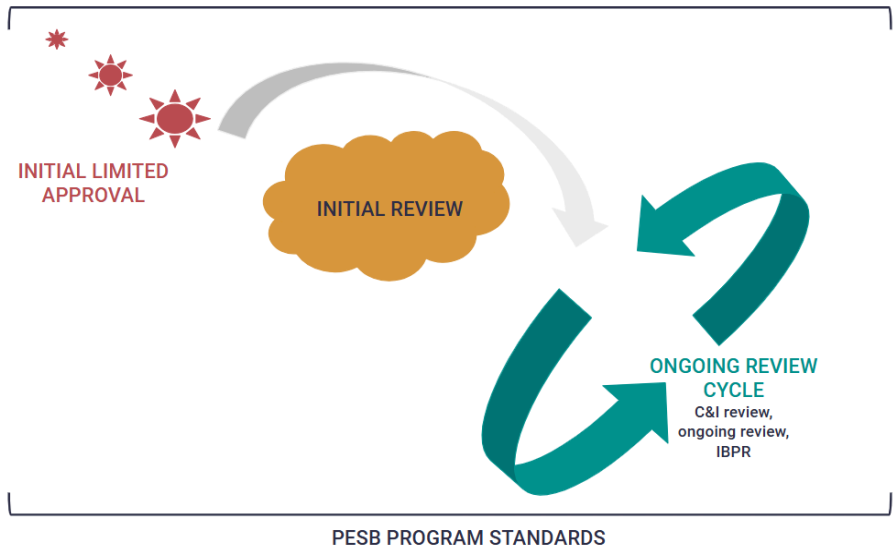
INDICATOR-BASED PROGRAM REVIEW (IBPR): IBPR is conducted for principal and teacher programs using data collected through annual reporting. Data collected includes program completion rate disaggregated by race and gender, assessment scores, hiring and persistence rate, and program diversity disaggregated by race/ethnicity, etc. This allows PESB to evaluate and support continuous improvement in EPPs and better

understand future educators entering the workforce. Should a program be below the threshold on any indicator for a second or third consecutive year, the program is directed to complete a self-study.

SELF-STUDY: During a self-study, programs identify the strengths of their program, as well as the challenges their program is facing and what actions may be appropriate for addressing the challenges.¹

CURRICULUM & INSTRUCTION

REVIEW: C&I review is the new review model that was developed to respond to legislative changes, including a) the removal of edTPA as a state requirement, b) the implementation of P-12 Social Emotional Learning (SEL), and c) the implementation of PESB Cultural Competency Diversity Equity and Inclusion (CCDEI) standards. C&I review mainly focuses on Domains 2 (Knowledge, skills, and cultural responsiveness) and 6 (Field experience and clinical practice) of the PESB Program Standards and applies only to teacher and principal preparation programs. C&I review is conducted on a 4-6 year cycle.



ADVISORY BOARDS, COMMITTEES, AND PROFESSIONAL LEARNING COMMUNITIES

Preparation programs also engage in ongoing collaboration with P-12 educators through Professional Education Advisory Boards (PEAB), as well as with each other through the Standards, Approval, and Review Committee (SAR) and Professional Learning Communities (PLC). The draft plan considers the use of these groups to support collaboration between educational leaders to facilitate ongoing, continuous improvement in the field.

PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB): Every approved EPP must establish and maintain a Professional Education Advisory Board (PEAB). Each PEAB participates in and collaborates with their EPP on decisions related to the development, implementation, and revision of their specific program. PEABs are composed of P-12 educators through an appointment process. Each PEAB is required to meet at least three times per year to review and analyze their EPP's data to determine if candidates have a positive impact on student learning, and provide the institution with recommendations for programmatic change. The program is required to consider and respond to the recommendations in writing. In addition, each PEAB is required to review all program standards with the EPP at least once every five years.

STANDARDS, APPROVAL, AND REVIEW (SAR) COMMITTEE: The Standards, Approval, and Review committee (SAR) is comprised of EPP representatives and was established to provide guidance and inform PESB policy and processes regarding Washington's educator preparation approval, review, and standards in order to help

¹ Image: Overview of existing program approval and review processes

facilitate understanding on the part of educators, educator preparation programs, and other partners.

PROFESSIONAL LEARNING COMMUNITY (PLC): The Professional Learning Community, also referred to as a Professional Learning Network, convened a group of representatives from EPPs to gather at regular intervals during the 2023-24 and 2024-25 academic years to engage in program and review process improvement with a focus on equity-centered practices. PLC membership comprises representatives from a variety of EPPs and allows participating programs to differentiate challenges and solutions for unique program types. Each PLC is professionally facilitated, and participation is voluntary.

PLC representatives work on standards and requirements such as PESB CCDEI standards, endorsement competencies, P-12 John McCoy (lulilaš) Since Time Immemorial (JMLSTI) curriculum, and P-12 SEL standards and benchmarks. Through this work, staff support program leaders in understanding and implementing multiple standards and requirements and developing their own materials that they can use as evidence in curriculum and instruction review.

The proposed gap analysis process, as detailed in the remainder of this report, aligns with the existing review processes that programs undergo. As part of the proposed gap analysis process, PESB also recommends the use of the Professional Education Advisory Boards (PEABs) and Professional Learning Communities (PLCs) to facilitate ongoing learning and progress of teacher education.

PROPOSED GAP ANALYSIS PROCESS

The proposed gap analysis process includes two parts:

PART 1: P-12 AND PREPARATION PROGRAM FEEDBACK LOOP: A feedback loop between P-12 educators and preparation program faculty to inform the Board (PESB) in developing and adopting the gap analysis.

PART 2: GAP ANALYSIS AND ACTIONABLE IMPROVEMENT PLAN: The gap analysis, itself, which includes a self-evaluation process that programs will be expected to complete, along with the development and implementation of an actionable improvement plan, as needed.

PART 1: P-12 AND PREPARATION PROGRAM FEEDBACK LOOP

To establish the feedback loop between P-12 and preparation programs, identify priority areas for the gap analysis, and inform the Board's development and adoption of the gap analysis, the following steps are proposed:

DEVELOP LIST OF STATUTORY AND RULE CHANGES: In 2024, PESB, in consultation with OSPI and SBE, compiled a list of "major" statutory and rule changes to the educational system during the last 10 years that "might require pedagogical changes" of teacher preparation programs (TPPs) (guidance for this list provided below). It is recommended that the review and updating of this list be ongoing and provide a foundation for this feedback loop.

"MAJOR CHANGES"

- Statutory and/or rule changes that are not set to expire at a determined date (i.e. not one-time pilot programs, proviso items without ongoing funding, uncodified items)
- Statutory and/or rule changes that impact all teacher candidates broadly (or other certification types (principal, etc.) broadly) (i.e. not specific subject matter endorsement areas)

"PEDAGOGICAL CHANGES"

- Changes that impact the preparatory experience of educator candidates, including assessment requirements, instructional content, and field and clinical experiences provided to candidates while they are enrolled in their preparatory program.

CONVENE P-12 EDUCATORS: Following the development of the list of changes, PESB will convene a group of P-12 educators (including teachers and principals) that represent diverse subject areas, grade levels, regions of the state, district size, etc., to review the list and identify priority areas that TPPs should focus on to prepare candidates to be effective beginning educators.

CONVENE PREPARATION PROGRAM REPRESENTATIVES: The findings from the P-12 group will then be shared with a group of TPP representatives and faculty. This TPP meeting will provide program leaders with the opportunity to review the list of statutory and rule changes, reflect on and discuss findings from the P-12 meeting(s), and determine what standards, requirements, and areas of focus should be prioritized in response.

IDENTIFY PRIORITY AREAS: Once both of these groups have convened separately, a meeting with both P-12 and TPP representatives will be useful to “close” the feedback loop and provide an opportunity for dialogue and discussion. From these meetings, the desired outcome will be a list of 5-7 top priority areas (standards and requirements) that are most critical in preparing candidates to be successful beginning educators. These priorities will then inform what is to be included in the Board-adopted gap analysis.

ESTABLISH STATEWIDE SURVEYS: PESB proposes the development and administration of statewide surveys to gather additional information on the knowledge and skills of program completers. This will provide meaningful data to inform the Board’s development of the gap analysis, as well as provide information for programs to review and reflect on in their completion of their self-evaluation. These surveys will collect triangulated data from 1) the program completer; 2) a program faculty member familiar with the completer’s skills/knowledge, and 3) district staff (e.g., a mentor teacher who observed the candidate during their student teaching). These surveys shall be administered when a teacher candidate finishes their preparation program, to provide a more accurate view of the preparatory experience and outcomes. PESB recommends collaborating with the Learning Policy Institute (LPI) to develop these surveys based on best practices. After consultation with OSPI’s Certification Office, PESB recommends that the administration of the completer survey be embedded in the Washington e-certification application to support high response rates from candidates.

ADOPT THE GAP ANALYSIS: Following the identification of priority areas from P-12 educators and program faculty, and an analysis of the survey findings, the Board (PESB) will adopt the gap analysis. This may take the form of a series of questions or a rubric that will guide programs in their self-evaluation. The gap analysis will reflect the priority areas identified and align with PESB-adopted program standards. The template will then be distributed to all programs to guide their self-evaluation.

CONTINUE THE FEEDBACK LOOP CYCLE: As standards change, it is recommended that the feedback loop process be repeated at least every six years. Every six years, the list of changes shall be updated by PESB, OSPI, and SBE; P-12 educators and TPPs will work together to identify gaps and priority areas; and the Board will adopt updated features of the gap analysis as needed. It should be noted that core components of the template (structure, length, etc.) will generally remain the same, though the content may shift based on the updating of standards.

Collaborative Learning through Professional Learning Communities (PLC)

While the creation of this feedback loop will allow P-12 and programs to collaborate more effectively, the use of PLCs can also support collaboration among programs themselves. PESB recommends that PLCs meet regularly to engage in the following work:

- 1) Discuss new standards and how programs plan to adjust and adapt to meet new standards. It is expected that this knowledge-sharing will support the implementation of standards as they change.
- 2) Share gap analysis findings and survey findings to identify general themes, discuss areas of growth, share innovative ideas with the group for improvement, and share other relevant knowledge and innovations.

PART 2: GAP ANALYSIS AND ACTIONABLE IMPROVEMENT PLAN

As mentioned, the gap analysis will be performed every three years, as directed by the legislative proviso. This will occur once concurrently with a program's C&I review and once as a standalone "Mid-Way" review.

Programs will not be expected to complete the gap analysis until they are in "full approval" status (programs going through the initial (27-month) review will not have enough data to complete a gap analysis). Additionally, these programs are already undergoing a review which collects information on all PESB-adopted program standards. Once a program gets full approval, after their initial review, they will enter the gap analysis cycle; their first gap analysis will be conducted three years before their first C&I review.

Programs will conduct their gap analysis using the PESB-adopted materials (informed by P-12 educators and program faculty and statewide survey data). TPPs will have the opportunity to evaluate their program's ability to meet the standards. This gap analysis will then be submitted to PESB review staff upon completion, and to ensure the evaluation meets the requirements as determined by the Board. Specifically, programs will conduct the following steps in the completion of their analysis:

REFLECT ON DATA: Programs will reflect on quantitative and qualitative data to evaluate their implementation of new and existing requirements and program standards.

- **Existing data:** Programs will analyze data already collected through existing systems and processes including IBPR data. This includes enrollment data, demographics, assessment data, persistence, and completion data.
- **Survey data:** As proposed, the development and administration of a triangulated statewide completer survey will provide programs with data from their program completers, their faculty, as well as district staff where their candidates complete their student teaching. Programs will be provided with this data to reflect on in their completion of the gap analysis.

CONDUCT SELF-EVALUATION: Programs will utilize the PESB-adopted gap analysis template to reflect on key priority areas and self-evaluate how their program has implemented new and existing program standards and requirements. Programs will be asked to be thoughtful with their responses, provide evidence and examples in their gap analysis, and work closely with program leadership and faculty in completing the analysis.

Coordination with Professional Education Advisory Boards (PEABs)

As programs conduct and complete this self-evaluation, they shall collaborate with their PEABs to inform their gap analysis. Additionally, should a program then proceed to create an actionable improvement plan, the PEAB should be consulted in its development. This will create further opportunities for program faculty and P-12 educators to collaborate meaningfully with one another.

ACTIONABLE IMPROVEMENT PLAN

If a program identifies areas of growth during their self-evaluation, or PESB staff identify gaps based on the content of a program's submitted gap analysis, programs will be responsible for developing and implementing an actionable improvement plan.

- 1) **DEVELOPING THE ACTIONABLE IMPROVEMENT PLAN:** Programs will develop an actionable improvement plan to address identified gap areas. Programs will have four months following notification from PESB review staff to develop this improvement plan. PESB will provide a template for the plan. This plan shall include the following:
 - a) Attainable goals to accomplish in the coming ~two years to address gap areas.
 - b) Actionable steps and timeline to facilitate progress toward identified goals.
 - c) Proposed evidence to demonstrate progress toward the standards and goals.
- 2) **IMPLEMENTING THE PLAN:** Programs will have approximately two years to implement the plan and address the identified gap areas.
- 3) **NEXT GAP ANALYSIS:** To assess the progress made during the implementation period of the actionable improvement plan, programs will then conduct their next, regularly scheduled gap analysis (every 3 years) to evaluate their progress toward meeting the identified standards and requirements. Programs will be expected to evaluate new data and complete the Board-adopted gap analysis, as done previously, to reflect on their progress and identify if further steps should be taken. The improvement plan cycle will then repeat if programs identify the gaps have not been fully addressed or if other gap areas arise.

GAP ANALYSIS TIMELINE

Once the every-three-year gap analysis process is implemented, it will be aligned with the existing C&I review schedule that will occur for programs every six years. Programs will undergo a "Combined Review" every six years that will include both a C&I Review and gap analysis. Programs will also undergo a "Mid-Way Review" halfway between their C&I reviews during which they will only complete a gap analysis.

TIMELINE	PROGRAM EXPECTATIONS	IF ACTIONABLE IMPROVEMENT PLAN IS NEEDED
Year 0	Completion of 27-month review Program receives "full approval"	
Year 1		Implementation of actionable improvement plan
Year 2		Implementation of actionable improvement plan
Year 3	Mid-Way Review Program completes Gap Analysis	Actionable Improvement Plan is to be developed (as needed)
Year 4		Implementation of actionable improvement plan

Year 5		Implementation of actionable improvement plan
Year 6	Combined Review Program completes Gap Analysis and undergoes C&I Review As part of the Combined Review, the Board will receive the gap analyses of past cycle (mid-way and combined) and improvement plans	Actionable Improvement Plan is to be developed (as needed)
After Year 6, return to Year 1 of cycle		

EVALUATING PROGRESS

As noted previously, programs will self-evaluate their own progress through their regularly scheduled gap analysis. This will provide the opportunity for programs to reflect on the implementation of their improvement plans (as needed), note progress and improvements made, and analyze if any gap areas remain.

During this process, the following contact with PESB staff and the Board shall be made:

- **DURING THE MID-WAY REVIEW:** Programs will submit their completed gap analysis to PESB staff for review. These will then be placed on the Board's consent agenda for review. This will be a check-in to ensure completion.
- **DURING THE COMBINED REVIEW:** Programs will submit their completed gap analysis to PESB staff at the time of their regular C&I review. At this time, the Board will conduct programs' C&I review and the past gap analyses and implementation plans will be reviewed as supplemental content. At this point, the program will be subject to next steps as consistent with the current C&I review process. This means that the Board makes an approval decision about the program. Programs may:
 - 1) Maintain full approval until next C&I review
 - 2) Enter limited approval for a period of time to address particular standard areas
 - 3) Have approval rescinded

The Board may take no action and request additional information, with the program returning at a following meeting.

EXAMPLE TIMELINE: TRADITIONAL TEACHER PREPARATION PROGRAMS

To implement this updated review cycle, PESB will need to see an increased investment in staff. Currently, PESB has 3.0 FTE review staff who conduct C&I review every 4-6 years. Adding a repeating three-year gap analysis process will increase frequency of contact with programs and, thus, will require additional staffing. This will include, but not be limited to, the following responsibilities:

- Facilitate the ongoing feedback loop process between P-12 and preparation.
- Oversee the development and implementation of an annual survey.
- Incorporate the gap analysis process into the current review process and notify programs.
- Review submitted gap analyses and present to the Board.
- Orient programs to the gap analysis process through PLCs.
- Support programs in implementing new statutory changes through PLCs.
- Notify individual programs of identified gaps and need for improvement.
- Orient individual programs to the actionable improvement plan processes.

Currently, there are 33 traditional teacher preparation programs in the state. To ensure all traditional programs complete a gap analysis cycle within the first three calendar years of implementation, PESB has projected that approximately half of programs will complete the gap analysis as part of their combined review (including C&I review) and half will complete as a part of their mid-way review (gap analysis only).

The table below details how many programs will be undergoing combined and mid-way review in the first years of implementation; this uses existing review timelines and aligns the proposed gap analysis. By Year 4, all programs will have completed a gap analysis, and by Year 7, all will have completed the 6-year cycle, which includes their C&I review. From then, the cycle will continue.

TENTATIVE TIMELINE	COMBINED REVIEW (C&I AND GA)	MID-WAY REVIEW (GA)	ADDITIONAL STAFF NEEDED
Year 1	4 programs	4 programs	2.0 FTE
Year 2	7 programs	5 programs	2.0 FTE
Year 3	7 programs	6 programs	2.0 FTE
Year 4	4 programs	4 programs	2.0 FTE
Year 5	5 programs	7 programs	2.0 FTE
Year 6	6 programs	7 programs	2.0 FTE
Year 7	4 programs	4 programs	2.0 FTE

EXAMPLE TIMELINE: ALTERNATIVE ROUTES & PRINCIPAL PREPARATION PROGRAMS

To upscale this process to include alternative routes programs and principal preparation programs, an increase in funding will be required to support additional review work. Currently, there are 24 alternative routes programs and 16 principal preparation programs. The chart below details a gradual phasing in of implementing this process for these additional programs.

PRINCIPAL PREPARATION PROGRAMS: While the general structure of the gap analysis process will remain the same, the content of the analysis itself may differ slightly for principal programs.

The table below details how many programs, and what type of program, will be undergoing combined and mid-way review as PESB phases in this process for alternative routes and principal programs. By Year 11, all alternative routes programs will have completed a gap analysis. By Year 13, all principal programs will have completed a gap analysis.

TENTATIVE TIMELINE	COMBINED REVIEW (C&I AND GA)	MID-WAY REVIEW (GA)	ADDITIONAL STAFF NEEDED
Alternative Routes programs begin conducting gap analysis			
Year 8	5 traditional 7 alternative route	6 traditional 3 alternative route	3.5 FTE
Year 9	6 traditional 5 alternative route	6 traditional 5 alternative route	3.5 FTE
Principal programs begin conducting gap analysis			
Year 10	5 traditional 2 alternative route 3 principal	5 traditional 2 alternative route 3 principal	3.5 FTE
Year 11	5 traditional 3 alternative route 3 principal	6 traditional 7 alternative route 3 principal	3.5 FTE
Year 12	6 traditional 5 alternative route 2 principal	6 traditional 5 alternative route 2 principal	3.5 FTE
Year 13	5 traditional 2 alternative route 3 principal	5 traditional 2 alternative route 3 principal	3.5 FTE
Year 14	5 traditional 7 alternative route 3 principal	6 traditional 3 alternative route 3 principal	4.0 FTE

Year 15	6 traditional 5 alt 2 principal	6 traditional 5 alternative route 2 principal	4.0 FTE
Year 16	5 traditional 2 alternative route 3 principal	5 traditional 2 alternative route 3 principal	4.0 FTE

CONCLUSION

Washington state's educator preparation system offers 116 programs that train candidates to become teachers in the state's schools. The instruction and hands-on experience candidates receive in these programs directly influence the knowledge and skills they bring to the classroom when they begin their teaching careers.

Through formal review processes and conversations with program faculty, P-12 educators, and others in the education ecosystem, it is clear that there are promising innovations and progress occurring in all corners of the state in teacher preparation. It is the aim of PESB that these innovations be elevated and shared amongst programs, and that all programs strive for continuous improvement with the ultimate aim of providing all teacher candidates with high-quality preparation necessary to become effective educators.

If implemented, it is anticipated that this process would yield the following outcomes:

- Increased educator retention in the profession:** When educators receive high-quality preparation that reflects the experiences and situations they will encounter in their first year(s) of teaching, they are better equipped to handle the challenges of being a beginning educator. This process will improve collaboration between P-12 and teacher preparation which will, in turn, provide programs with valuable feedback they can utilize and implement to improve how they prepare candidates for the classroom. It is anticipated that the implementation of this process will increase teacher retention in the profession, which reduces workforce shortages and results in experienced teachers staying in schools.
- Improved student outcomes and learning recovery:** When educators are better prepared, they are better able to meet the diverse needs of the students they serve. This process seeks to ensure that beginning educators are equipped with the tools and knowledge necessary to begin as a novice teacher. P-12 students benefit directly from having well-prepared teachers in their classrooms who are able to provide inclusive, culturally responsive, and effective teaching, and manage a classroom well.
- Future-ready educator systems:** Effective educator policy takes time to research and develop. As such, change does not occur quickly within these systems, nor should it. However, that should not prevent the creativity and innovation that emerge from preparation programs and district feedback loops. By designing a flexible and responsive set of practices for programs and districts to use together, the ecosystem can move into the future faster. This is critical for our rapidly changing pluralistic, multicultural society that is evolving exponentially with technology.

There are many factors outside of preparation that influence educator success and retention. This includes the support or mentorship an educator may receive while in their role, the quality of professional development available, the school environment where they teach, among other variables. As such, teacher preparation is a critical contributing factor, within PESB's sphere of influence, that leads to educator success and retention. Improvements in this area are needed to set up beginning educators for success.

Ultimately, PESB recommends the development and implementation of a thoughtful, collaborative feedback loop and a gap analysis process that will bring greater consistency and coherence to the education system through meaningful dialogue and collaboration. This ongoing work is a promising next step to transform the system and ensure that all Washington-prepared educators are ready for tomorrow's classroom.

Through the implementation of this process, and collaboration with P-12 educators and program faculty, the educator preparation system can be transformed into one of greater continuity, consistency, and coherence, ultimately improving educator effectiveness and student outcomes across the state.

APPENDIX A: LIST OF STATUTORY AND RULE CHANGES (& ENDORSEMENT COMPETENCIES)

RCW Changes	WAC Changes	Impacts on Teacher Preparation
<i>Cultural Competency, Diversity, Equity, and Inclusion, Native Education</i>		
Cultural Competency, Diversity, Equity, and Inclusion (CCDEI)		
<p>RCW 28A.410.260 (2021) PESB to develop or update CCDEI standards for preparation, continuing education, and other training of school district staff.</p> <p>Adds equity, diversity, inclusion, and anti-racism to existing cultural competency standards and training.</p>	<p>WAC 181-85-204 (2022) PESB adopted into WAC the new CCDEI standards (2022)</p>	<p>Programs are required to provide instruction and training on cultural competency, diversity, equity, and inclusion.</p> <p>Programs are advised to incorporate CCDEI across all courses.</p>
John McCoy (Iulilaš) Since Time Immemorial (JMLSTI)		
<p>RCW 28B.10.710 (2018) Requires TPPs integrate the Native American curriculum developed by OSPI into existing history and government course requirements.</p> <p>Requires one quarter or semester course in either Washington state history and government, or Pacific Northwest history and government in the curriculum of all TPPs.</p> <p>RCW 28A.320.170 (2015) Requires districts to incorporate the history, culture, and government of the nearest federally recognized Indian tribe(s) into the social studies curriculum.</p>	<p>WAC 181-78A-232 (2022) Details JMLSTI implementation requirements for prep programs</p> <p>Teacher candidates must all engage with the STI curriculum focused on the history, culture, and government of American Indian peoples (RCW 28B.10.710)</p> <p>One quarter or semester course, or the equivalent in continuing education credit hours, in either WA history and government, or PNW history and government in the curriculum of all teacher preparation programs.</p>	<p>Programs are required to provide instruction on Native history, government and culture using regionalized JMLSTI curriculum in a one-quarter or semester credit course in WA State or PNW History and government. This curriculum may also be integrated across content areas.</p>

RCW Changes	WAC Changes	Impacts on Teacher Preparation
<p>Requires schools to use curriculum developed by OSPI.</p> <p>Beginning July 2015, when a district board reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe(s).</p> <p><i>Since Time Immemorial curriculum updated to be named the John McCoy (Iulilaš) STI curriculum (2024).</i></p>	<p>No person shall be completed from any program without completing the course.</p> <p>Any course in WA state or PNW 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 of the state and the region.</p>	
Nondiscrimination Policies		
<p>RCW 28A.640 RCW 28A.642</p> <p>The implementation of laws prohibiting discrimination based on various attributes such as race, creed, sexual orientation, and disability status has necessitated changes in school policies and practices. These laws require ongoing adjustments in how educational programs and services are delivered to ensure equity and inclusion.</p>	<p>WAC 392-190</p>	<p>Programs are required to provide instruction and training on cultural competency, diversity, equity, and inclusion.</p> <p>Programs are advised to incorporate CCDEI across all courses.</p>
Social Emotional Learning, Classroom Management, School Safety		
Social Emotional Learning (SEL)		
<p>RCW 28A.410.270 (2019)</p> <p>PESB shall incorporate along the entire continuum the social-emotional learning standards and benchmarks recommended by the</p>	<p>WAC 181-78A-232 (2022)</p> <p>In order to ensure that teacher and principal candidates can recognize signs of emotional or behavioral distress in students and appropriately refer students for</p>	<p>Programs are required to incorporate the P-12 Social Emotional Learning standards and benchmarks, as well as related competencies as outlined in RCW 28A.410.270.</p>

RCW Changes	WAC Changes	Impacts on Teacher Preparation
<p>social-emotional learning benchmarks work group in its report, "addressing social emotional learning in Washington's P-12 public schools" to ensure that teachers can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance.</p> <ul style="list-style-type: none"> This must include related competencies, such as trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices. <p>RCW 28A.410.273 (2019) In order to ensure that principals can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support, PESB shall incorporate into principal knowledge, skill, and performance standards the social-emotional learning standards, benchmarks, and related competencies (RCW 28A.410.270).</p> <p>RCW 28A.300.478 (2019) Directed OSPI to adopt social-emotional learning standards and benchmarks by January 2020, and revise the SEL standards and benchmarks as appropriate.</p>	<p>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 (RCW 28A.410.270).</p> <p>OSPI adopted SEL Learning Standards, Benchmarks, and Indicators (2020)</p>	<p>Programs are advised to incorporate SEL across all courses.</p> <p>Programs are advised to model and apply P-12 SEL standards through best practices in courses.</p>

RCW Changes	WAC Changes	Impacts on Teacher Preparation
RCW 28A.300.477 (2019) Directed the convening of the SEL committee; details membership requirements; and requires an annual report be submitted to the legislature beginning June 2021.		
School Safety / Well-Being		
RCW 28A.320.125 School Safety Plans RCW 28A.320.123 Threat Assessment RCW 28A.300.825 Secondary Traumatic Stress RCW 28A.320.127 Mental & Behavioral Health Mandates that all school districts develop and implement comprehensive safe school plans. This includes regular drills, emergency response protocols, and collaboration with local law enforcement agencies to enhance school safety.		Programs are required to incorporate the P-12 SEL standards and benchmarks, as well as provide guidance to candidates on related competencies, such as trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices.
Student Discipline Policies		
	WAC 392-400 (Emergency rules in process) Redefined discipline policies and procedures, emphasizing non-discriminatory practices and the importance of re-engagement plans for suspended or expelled	Programs are required to provide candidates with instruction on the CCDEI standards. Programs are advised to instruct culturally responsive discipline policies and procedures that provide opportunities for all

RCW Changes	WAC Changes	Impacts on Teacher Preparation
	students. These updates require educators to adopt more inclusive and equitable disciplinary practices. (Restraint & isolation)	students to achieve personal and academic growth.
Program Standards and Student Learning Outcomes		
2018 Updates to Program Standards		
Chapter 28A.410 RCW	Per Chapter 28A.410 RCW , PESB Program Standards are established in WAC 181-78A-220 . These Program Standards were amended with WSR 18-17-089 permanent rule filing effective September 14, 2018. WAC 181-78A-222-236 provides more details on these standards	Following the update of program standards in 2018, programs were required to align their program with the updated standards. For more information about the PESB-adopted program standards, visit: www.pesb.wa.gov/preparation-programs/standards/program-standards/
Washington State Learning Standards		
RCW 28A.655.070 OSPI website with link to learning standards and when updated <i>While the RCW is not new, OSPI's revision of the standards are and EPPs likely need to be informed of this.</i>		Washington State Learning Standards are not directly tied to educator preparation; however, updating endorsement competencies in alignment with the state's learning standards would require programs to provide up-to-date subject-specific instruction to candidates aligned with P-12 learning standards. Programs are advised to incorporate state and national standards into related program course content and field experiences for P-12, e.g., Common Core State Standards

RCW Changes	WAC Changes	Impacts on Teacher Preparation
		(CCSS), Next Generation Science Standards (NGSS), Social Emotional Learning (SEL) Standards, World-Class Instructional Design and Assessment (WIDA), John McCoy (Iulilaš) Since Time Immemorial (STI) curriculum.
Consult basic education compliance matrix and mandatory offerings handout , which would impact teacher preparation depending on content areas taught (newer examples include sexual health education, CPR, stand-alone civics, financial education, and academic acceleration)		
<p>Selected examples (see more in hyperlinked handout):</p> <p>RCW 28A.230.179 (2013) instruction in cardiopulmonary resuscitation must be included in at least one health class necessary for graduation.</p> <p>RCW 28A.320.170 (2015) When a school district reviews or adopts its social studies curriculum, it shall incorporate John McCoy (Iulilaš) since time immemorial curriculum and local curriculum about the history, culture, and government of the nearest federally recognized Indian tribe or tribes based on collaboration with those tribes</p> <p>RCW 28A.300.475 (2020) Scientifically accurate and age-appropriate comprehensive sexual health education must be provided to P-12 students (amount varies by grade level).</p>		<p>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. (WAC 181-78A-232)</p> <p>Programs are required to provide instruction on Native history, government, and culture using the regionalized JSMLSTI curriculum in a one-quarter or semester credit course in WA State or PNW History and Government. This curriculum may also be integrated across content areas.</p>

RCW Changes	WAC Changes	Impacts on Teacher Preparation
Assessment Requirements and Exemptions		
edTPA (Formative Assessments)		
<p>RCW 28A.410.283 (2021) Revises requirements related to eligibility and recommendation for residency teacher certification, including repealing requirements related to the evidence-based assessment of teaching effectiveness, otherwise known as the edTPA.</p>	<p>WAC 181-78A-232 (3) (d) Providers may use the edTPA teacher performance assessment as a formative tool as long as notification to candidates is included in all program descriptions under chapter 28A.410 RCW.</p>	<p>Programs must use other means of assessing that candidates effectively apply the professional knowledge, skills, and dispositions required. These could include structured observation, discussion, surveys, and/or artifacts (WAC 181-78A-232 (3)(c))</p> <p>Programs are advised to use performance assessments as a formative tool, notifying candidates and explaining them thoroughly in program descriptions.</p>
WEST-B Requirements		
<p>RCW 28A.410.220 (2019) Removes the requirement that applicants to a teacher preparation program pass a basic skills assessment. Requires applicants to take the basic skills assessment or an alternative basic skills assessment and report the individual results to the Professional Educator Standards Board and an approved teacher preparation program. Establishes that a teacher preparation program may use the results of the basic skills assessment or an alternative assessment in determining a candidate's readiness for the program.</p>	<p>WAC 181-01 (2020) Allows candidates to complete alternative assessments, equivalent assessments, exemptions, and extensions as exceptions to the WEST-B assessment requirements.</p>	<p>Preparation programs use the test results as a formative assessment of academic strengths and weaknesses to determine a candidate's readiness for the program and to provide academic support to the candidate as needed.</p> <p>Programs are advised to utilize West-B results to create individualized semester plans and/or require additional admission requisites to ensure candidate readiness for the program.</p>
Content Knowledge Case-by-Case Exceptions		

RCW Changes	WAC Changes	Impacts on Teacher Preparation
	<p>WAC 181-02 (2020) Creates a case-by-case exemption process for candidates who do not initially pass their content knowledge assessment</p> <p>The preparation program provider must establish and convene a committee of at least three individuals for review of case-by-case exceptions for candidates not meeting the passing score on a content knowledge assessment.</p> <p>Alternative evidence: 1) Preparation program providers must review at least two forms of evidence to meet the content knowledge requirement; 2) Preparation programs may use the following alternative forms of evidence for their review; 3) Evidence submitted by the candidate to demonstrate expertise in content knowledge, coursework, other forms of evidence as determined by the program provider.</p> <p>WAC 181-02-003 (2014) The board will approve other content area tests either as alternatives or replacements. On the scheduled dates of board approval, tests previously approved that were taken before the scheduled changes will be accepted as meeting the requirements, including</p>	<p>Programs may use other evidence to assess whether a candidate has met the content knowledge requirements.</p> <p>In case of case-by-case exemption utilization, programs are required to meet all requirements set forth in WAC 181-02-005.</p> <p>Programs are advised to require evidence to ensure candidate readiness for the profession, e.g., recommendation letters from direct supervisors based on formal evaluations, expanded PGPs, and other robust alternative evidence proving that the completer met the incomplete requirements.</p>

RCW Changes	WAC Changes	Impacts on Teacher Preparation
	subsections that substantially meet the content area requirements as published.	
<i>Special Education, Multi-Tiered Systems of Support, Differentiated Learning</i>		
Special Education		
	WAC Chapter 392-172A Updates include: detailed guidelines on parent participation in individualized education program (IEP) meetings, procedural safeguards, and the provision of services for students enrolled in private schools by their parents	Providers offering the special education endorsement ensure candidates demonstrate the special education endorsement competencies. All candidates, regardless of whether they intend to pursue a special education endorsement, should receive instruction on how to support students with disabilities and differentiate instruction for students (e.g. carry out IEPs, and provide accommodations).
Integrated Student Supports Protocol (and tied to this, Multi-Tiered Systems of Support)		
In 2021, the Washington State Legislature modified the state's Learning Assistance Program (LAP) laws under RCW Chapter 28A.165 through SHB 1208 . 4SHB 1541 Washington State MTSS Framework (ospi.k12.wa.us)		Providers ensure that candidates in teacher preparation programs demonstrate the most recently published InTASC Standards (WAC 181-78A-232(2)(a)) InTASC Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging

RCW Changes	WAC Changes	Impacts on Teacher Preparation
		learning experiences
<i>Preparing Candidates for Induction</i>		
Beginning Educator Support Team (BEST) program		
RCW 28A.415.265 (created 2013, updated RCW 2019) Defines the requirements of the BEST program, including mentor requirements, professional development requirements, etc.		<p>The BEST program is available to completers upon employment as a new teacher; however, programs are advised to inform candidates of the resources and support systems that they may seek out as part of their induction into the workforce.</p> <p>Programs are advised to include instruction for candidates on home-schooling supervision and evaluation.</p>
Teacher and Principal Evaluation System (TPEP)		
RCW 28A.405.100 While the RCW is not new, there have been revisions & updates to the three State Frameworks (CEL 5D+; Danielson; Marzano). In addition, the Student Growth Goals have been revised.		<p>Preparation programs are required to provide instruction on teacher evaluation research and Washington's evaluation requirements (RCW 28A.410.278 and WAC 181-78A-233).</p> <p>Programs are advised to implement an effective portfolio assessment system for candidate evaluation based on sound educational theory with observable outcomes for diverse learners during their field experience/residency semester(s).</p>
Mastery-Based Learning (& CRSE), MBC, performance-based pathway		
E2SHB 1599 (section 301, chapter 252, Laws of 2019 uncoded)	WAC 180-51-051 (2021)	Currently, 47 schools in 28 districts in Washington state are a

RCW Changes	WAC Changes	Impacts on Teacher Preparation
<p>Defines mastery-based learning (MBL) and created the state’s mastery-based learning work group.</p> <p>RCW 28A.230.710 (2023)</p> <p>Directed SBE to develop rules and state requirements to add a performance-based pathway to the graduation pathway options</p>	<p>Included MBL definition in SBE rule and provided additional guidance to school districts regarding the procedure for awarding students mastery-based credit</p> <p>WAC 180-51-230 (2024)</p> <p>Provides additional guidance and requirements for how students can meet the performance-based pathway as well as what districts must do in order to offer the pathway.</p>	<p>part of the Mastery-Based Learning Collaborative. Educators at the participating districts have the opportunity to engage in professional learning that develops skills to implement culturally responsive MBL in the classroom.</p> <p>Programs are not required to offer instruction on MBL; however, statewide efforts around MBL may indicate that there will be guidance or movement toward integrating MBL skills into teacher preparation in the future.</p> <p>The addition of the new performance-based pathway to the graduation pathway options is an indicator that more schools may be interested in educators with expertise in performance-based assessment (one piece of mastery-based learning).</p> <p>Programs are advised to familiarize their candidates with a variety of current and new teaching, learning, and assessment methods.</p>

Endorsement Competencies

Endorsement competencies outline the knowledge and skills that educators are expected to know in the endorsement area(s) they are pursuing. PESB is responsible for updating endorsement competency standards, and programs use the standards to inform their instruction to pre-service educators.

Programs use these competencies to comply with PESB standards, role standards, and instructional topic requirements, align foundational courses with subject-area-specific content, and create sequential semester plans, curricula, syllabi, and assessments. EPPs also use them to maintain and update the planning, execution, and assessment of their programs to prepare candidates to meet the needs of both the general and the subject-specific P-12 classroom.

Endorsement Competencies Updated Over Past 10 Years (2014 and more recent)	Endorsements 10+ years and older (older than 2014)
<ul style="list-style-type: none"> • Agricultural Education (2021) • Bilingual Education (2021) • Biology (2014) • Business and Marketing Education (2019) • Chemistry (2014) • Computer Science (2016) • Deaf Education (2021) • Early Childhood Education (2020) • Earth and Space Science (2014) • Elementary Education (2014) • English Language Learner (2015) • Family and Consumer Sciences Education (2021) • History (2015) • Middle Level Humanities (2014) • Middle Level Science (2014) • Physics (2014) • Science (2014) • Social Studies (2015) • World Languages (2021) 	<ul style="list-style-type: none"> • Choral Music (2013) • Dance (2013) • Early Childhood Special Education (2007) • English Language Arts (2013) • General Music (2013) • Health and Fitness (2007) • Instrumental Music (2013) • Library Media (2008) • Mathematics (2013) • Middle Level Mathematics (2013) • Reading (2013) • Special Education (2008) • Technology Education (2007) • Theater Arts (2013) • Traffic Safety (2007) • Visual Arts (2013)

Essential Learnings for Specialty Endorsements Updated Over Past 10 Years (2014 and more recent)	Essential Learnings for Specialty Endorsements 10+ years and older (older than 2014)
<ul style="list-style-type: none"> Adapted Physical Education (2023) Elementary Computer Science (2021) Secondary Computer Science (2021) 	<ul style="list-style-type: none"> Elementary Mathematics Specialist (2007) Environment and Sustainability (2007) Gifted Education (2007)

APPENDIX B: SUMMARY OF FINDINGS FROM P-12 EDUCATORS

BACKGROUND AND OVERVIEW

In March 2024, ESSB 5950, Operating Budget, 2023-2025 was approved by the legislature and contained a budget proviso that directed PESB to develop a continuous and collaborative process to ensure that educator preparation programs (EPPs) are responding to the needs of the “modern classroom.” This budget proviso directed PESB to complete several requirements, including²:

1. **Develop a list of statutory and rule changes.**
2. **Convene a group of teachers and principals.**
3. **Develop the gap analysis process.**
4. **Compile findings from educators.**

Steps 1-3 were completed by December 2024 and detailed in the “**System Transformation: Collaborative Communities for Continuous Improvement in Teacher Preparation**” report, which was submitted to the Legislature and published on PESB’s website. This Appendix serves to fulfill the final requirement, Step 4, of the proviso - which builds upon Steps 1 and 2.

To compile findings from educators and answer the essential question: **What do Washington’s P-12 educators believe teacher preparation programs should be improving to ensure all beginning educators are prepared to serve students?** PESB held listening sessions and administered a statewide survey to gather feedback from the field; this Appendix details those findings.

LISTENING SESSION METHODS

PESB convened a total of four listening sessions to begin to gather input from educators. The initial session was held on September 17, 2024, and was attended by approximately 20 currently practicing educators from

² See page 3 of System Transformation report for additional proviso details.

across the state. During this session, participants provided feedback on the “List of Statutory and Rule Changes” (See Appendix A) and identified priority areas that they believe preparation programs should be prioritizing to ensure beginning teachers are set up for success. The top three areas that were identified at this initial meeting were 1) media literacy and technology, 2) social and emotional learning, and 3) culturally responsive teaching.

This feedback served as a foundation for the following three listening sessions, which were held during January-March 2025. These sessions each focused on a different topic based upon the areas identified at the initial session, and were titled:

1. **Media Literacy and Emerging Technologies**
2. **Social and Emotional Learning**
3. **Culturally Responsive and Inclusionary Practices**

Each session had between seven and ten participants. During these sessions, PESB staff provided a brief overview of the topic being discussed and posed discussion questions to participants. During these discussions, notes were taken; these meetings were not recorded.

LISTENING SESSION FINDINGS

MEDIA LITERACY AND EMERGING TECHNOLOGIES

In this session, the discussion questions were as follows:

1. What should all teachers know and be prepared to do as it relates to media literacy instruction and emerging technologies (as a beginning educator)?
2. How have you integrated media literacy instruction and emerging technologies into your classroom? What resources have you utilized to prepare for this instruction?
3. Share any “aha” moments that you had as a recent beginning educator, or that beginning educators have shared with you.

During this discussion, five key themes emerged:

1. Beginning teachers should be prepared to understand and navigate emerging technologies. Participants identified several emerging technologies that they believe beginning educators should be prepared to utilize in the classroom. This included: Quizlet, Kahoot, AI, Smartboards, Apple screen share/AirPlay to share notes digitally; Gimkit used for reviewing content via game; and Nearpod for virtual field trips.

2. Beginning teachers should know how to use technology to differentiate instruction and support students with disabilities. Participants noted that beginning educators should know how to keep all students engaged

across different levels and skills. They emphasized the value of assistive technology: (i.e. dyslexic students can type, and AI will correct grammar, spelling, etc.). Participants also noted that educators should know how to set up instructions ahead of time so students can move at their own pace through various tasks.

3. Beginning teachers should know how to support media curiosity and discernment. Participants emphasized that while it can be tempting to limit what students have access to, it is important to teach students what good media is and if it is credible or reliable. Beginning educators should provide students the opportunities to search for things online and then talk with them about what they find. Participants also noted that beginning educators should become “comfortable with chaos” and allow students to authentically engage, gaining real -world experience with media and technology.

4. Beginning teachers should know how to prepare students with professional skills. Participants shared that teachers should encourage students to create their own media projects and allow technology exploration to be student-driven. Educators should also know the learning levels of students (i.e. 4th graders need a lot of instruction needed to teach about how to use a computer, type, bold, etc.). Finally, participants emphasized the importance of teaching professional skills to students such as LinkedIn resources and helping students set up their email, signature block, etc.

5. Beginning educators should learn their district's specific policies. Participants noted that it is important for beginning educators to ask questions of their district and know what media and technology tools their school uses. It is also important that beginning teachers know the ground rules about the tools in that grade/school, as these vary between schools.

SOCIAL AND EMOTIONAL LEARNING

In this session, the discussion questions were as follows:

1. What is the current climate in your school or classroom?
2. How is social emotional learning being implemented in your school or classroom?
3. What do new teachers need to know and be prepared for regarding social emotional learning in schools?
4. Share any “aha” moments that you had as a recent beginning educator, or that beginning educators have shared with you.

During this discussion, two key themes emerged:

1. Beginning teachers should possess the following classroom management and social emotional skills. Participants shared that understanding trauma-informed practices, de-escalation techniques, and handling crisis situations is essential. Beginning teachers need concrete tools and strategies beyond “instinct” to support students in distress. They also emphasized the importance of connecting with students through

empathy and building strong relationships, noting that observing experienced educators and learning from their interactions can provide valuable insights. Additionally, participants shared that beginning teachers should be flexible and prepared to adjust lesson plans to address students' immediate social and emotional needs. Brief check-ins and discussions can help students become ready to learn.

2. Beginning teachers should understand student needs and behaviors. Participants noted that beginning teachers must be aware of students' individual needs, including their backgrounds, home lives (e.g., sleep, living conditions), and what may have happened before they arrive at school. Beginning educators should understand that certain student behaviors, such as acting out or avoiding work, may stem from underlying issues. They should know how to identify these issues and understand the reasons behind student actions. Beginning educators should recognize that sometimes they may serve as a temporary support for students, providing immediate help in the moment. Finally, participants shared that beginning teachers should be prepared to engage deeply with SEL curriculum, ask questions, and preview lessons. Observing or discussing SEL practices with experienced educators is highly beneficial.

CULTURALLY RESPONSIVE AND INCLUSIONARY PRACTICES

In this session, the discussion questions were as follows:

1. Reflect on the CCDEI standards: what else could be included in the definition?
2. How would you describe your pre-service preparation related to culturally responsive teaching?
3. How does learning about your cultural self support you as a culturally responsive educator?
4. What are the culturally responsive teaching and learning strategies you are using to help students succeed?
5. How can educator preparation programs ensure beginning educators are prepared to be culturally responsive educators?

During this discussion, four key themes emerged:

- 1. Beginning educators should understand the importance of self-reflection and cultural identity in teaching.** Participants shared that educators can explore their cultural identities through self-reflection practices. For example, educators can utilize reflective journals and guided dialogues to focus on identity and its impact on classroom practice.
- 2. Beginning educators should know how to move beyond "deficit ideologies."** Participants noted that preparation programs should promote asset-based frameworks to candidates. They also shared that beginning educators should know how to implement culturally affirming practices that validate student knowledge and lived experiences.

3. There are currently gaps in preparation for culturally responsive teaching. During the discussion, it was evident that participants believed that preparation programs could better prepare beginning educators by embedding sustained, scaffolded coursework on CCDEI principles. Participants shared that this could be done through the integration of experiential learning opportunities, such as intercultural teaching placements or collaborations with community organizations.

4. Preparation programs should bridge theory and practice in cultural responsiveness training for beginning educators. To prepare beginning educators to be culturally responsive, programs could prioritize field-based learning opportunities during preparation that immerses candidates in diverse cultural and linguistic settings. Additionally, participants shared that programs should partner with local communities to provide authentic, hands-on experiences for candidates.

SURVEY METHODS

Following the completion of the four listening sessions, a statewide survey was developed to gather further information from P-12 educators. This survey gathered demographic information including: 1) certificated role; 2) years as a fully-certificated educator; 3) grade level(s); and 4) endorsements held (if certificated teacher).

The survey was structured into three sections, aligning with the topic areas discussed in the listening sessions. Survey participants were given a brief summary of each of the themes and main ideas shared at the listening sessions. Then, participants had the opportunity to respond to the question: **Given these answers and your own experiences, what would you revise and what would you add?** Respondents had the opportunity to respond in a long-answer form.

The survey was open for two-weeks beginning April 15, 2025 and closing on April 29, 2025. In total, the survey received **92 responses**. Demographic data is detailed in the table below.

92 respondents, total					
Teacher	70	Early Childhood Education	14	0-5 years in profession	14
Principal/ Administrator	14	Elementary	53	6-10 years	19
ESA	1	Middle	26	11-15 years	7
Other ³	7	High	41	16-20 years	17
				21+ years	35

³ Respondents self-identified as “curriculum specialists” and “interventionalists.”

Among respondents who were certificated teachers, there was a variety of endorsement areas represented including: 1) Early childhood education; 2) Elementary education; 3) Special education; 4) English; 5) Reading; 6) ELL; 7) Science; 8) Math; 9) History; 10) Social studies; 11) Spanish; 12) Music; 13) CTE, and others.

SURVEY FINDINGS

MEDIA LITERACY AND EMERGING TECHNOLOGIES

1. Foundational Technology Skills Over Specific Tools: Survey respondents emphasized prioritizing broad, adaptable technology competencies over training in specific tools, which can quickly become outdated or vary across districts. Key skills include digital citizenship, instructional technology integration, basic troubleshooting, and adaptability. Tools like Google Classroom, Google Suite, Microsoft Office, and LMS platforms (e.g., Canvas) were commonly referenced, but respondents cautioned against overwhelming new teachers with niche tools (e.g., Kahoot, Nearpod, Smartboards). Instead, the focus should remain on pedagogy, ethical technology use, and fostering independent, lifelong learning.

2. Inclusive and Accessible Instructional Practices: Respondents stressed that inclusive teaching practices must precede technology integration. Beginning teachers should understand disabilities, special education frameworks, and tools that support differentiation (e.g., speech-to-text, AI-based aids like Magic School or OrbitNote). Universal Design for Learning (UDL) approaches, such as digital choice boards and differentiated feedback, were recommended. However, respondents warned against overreliance on technology and underscored that equitable access and thoughtful instructional design remain critical. Effective use of paraeducators, classroom norms, and ethical modeling of tool usage were also noted as essential.

3. Media Literacy and Digital Citizenship: There was broad support for teaching media literacy and digital citizenship, though some questioned its prominence relative to other skills. Respondents favored structured exploration, recommending clear classroom expectations and management. Key skills include evaluating online sources (e.g., using the SIFT method), understanding district filtering systems, managing legal risks tied to student media use, and collaborating with families to support safe digital practices. Teachers must model responsible online behavior and critical thinking when engaging with digital content.

4. Professional and Real-World Readiness: Respondents supported equipping beginning teachers with professional and soft skills aligned to real-world demands, to then teach students. Foundational computer literacy (e.g., typing, email etiquette, formatting) must be explicitly taught, especially at younger grades. Teachers should model and teach communication, collaboration, time management, and digital etiquette as part of everyday instruction. Many noted that beginning teachers may also need mentoring in these skills themselves. The goal is to foster professionalism, critical thinking, and responsible digital behavior across all grade levels.

5. Understanding District Policies and Legal Responsibilities: Respondents strongly emphasized the importance of beginning teachers understanding their district's technology and media policies, including those related to AI, student privacy, acceptable use, and social media. Teacher prep programs should provide foundational legal and ethical training, such as Title IX and data protection, while also encouraging ongoing learning through district-led training, mentorship, and observation. Teachers must be prepared to navigate policy differences between districts and understand tools like GoGuardian for monitoring student activity. Clear

knowledge of boundaries, communication protocols, and tech use expectations is vital for effective and safe practice.

SOCIAL AND EMOTIONAL LEARNING

- 1. Social-Emotional Learning (SEL) Integration:** SEL is crucial for creating a positive learning environment. Teachers should integrate SEL into daily teaching as a foundational aspect of academic learning, not as a separate entity. Building strong relationships, establishing clear routines, and understanding student backgrounds are essential. Teachers must be equipped with de-escalation techniques, trauma-informed practices, and strategies for managing diverse behaviors. A focus on SEL should be part of ongoing teacher development.
- 2. Support Systems and Collaboration:** Beginning teachers need to know how to access and utilize school and district support systems effectively. They should be familiar with available resources, know when and how to seek help, and understand the process of referring students to appropriate staff. Collaboration with support staff is critical for managing challenging situations and ensuring students' needs are met.
- 3. Managing Academic and Behavioral Needs:** Teachers should recognize the link between academic struggles and behavioral issues, understanding that students' challenges may stem from a variety of factors, including trauma, disabilities, or home life. Teachers are encouraged to maintain high expectations while being sensitive to individual student needs and backgrounds. Understanding how to manage behaviors, set appropriate boundaries, and implement consistent classroom management strategies is essential.
- 4. Culturally Responsive and Trauma-Informed Practices:** Teachers should be knowledgeable about culturally responsive teaching and trauma-informed practices. These approaches help create inclusive and flexible classroom environments that support all students, particularly those with additional needs or experiences of trauma.
- 5. Self-Reflection and Emotional Regulation:** Teachers need to develop skills for managing their own social-emotional well-being. They should be able to recognize their own triggers, avoid taking student misbehavior personally, and use strategies like self-regulation and de-escalation to maintain composure in challenging situations.
- 6. Practical Skills and Ongoing Development:** Beginning teachers should be trained in practical skills, such as writing behavior intervention plans, implementing SEL curricula, and fostering effective communication with families. It is also important for teachers to seek mentorship and ongoing professional development, ensuring they continue to grow and refine their skills over time.

CULTURALLY RESPONSIVE AND INCLUSIONARY PRACTICES

- 1. Cultural Awareness and Competency:** Survey responses emphasize the importance of cultural awareness for beginning educators. Teachers are encouraged to reflect on their own cultural identity and biases, while respecting and amplifying the diverse cultural identities of their students. The goal is to create an inclusive environment that values students' cultural knowledge and experiences. However, cultural responsiveness is

seen as an ongoing process where teachers must be open to learning, adapting, and engaging with diverse perspectives. Professional development, collaboration with colleagues, and incorporating multiple cultural viewpoints into teaching are considered essential for deepening cultural understanding. Teachers are also expected to address sensitive topics like racism, entitlement, and bias in a respectful and constructive manner.

2. Asset-Based Teaching and Student Strengths: A key focus of the survey is on asset-based teaching, which recognizes and validates students' cultures, languages, and experiences. Respondents emphasized the importance of using student strengths to promote learning, while avoiding a deficit mindset that highlights students' shortcomings. There's a call for clear, accessible standards that help teachers implement asset-based practices effectively in the classroom. Teachers are encouraged to incorporate strategies like peer feedback, self-reflection, and providing multiple modalities for students to express themselves. Many respondents highlighted the positive impact of focusing on student strengths, sharing success stories that illustrate the transformative power of this approach.

3. Teacher Preparation and Field-Based Learning: There is a consensus that teacher preparation should not only focus on hours of instruction but also on the type and variety of placements beginning teachers receive. Respondents argued that it's insufficient for new K-8 teachers to gain experience in just one grade at high-performing schools. Teachers need diverse, hands-on experiences that help them engage with the communities they serve, particularly in culturally diverse and economically varied settings. The survey stresses the importance of field-based learning, authentic residency programs, and practicum experiences in diverse cultural contexts to better prepare teachers for the complexities of multicultural classrooms. Reflection and collaboration are seen as essential to help teachers process their experiences and develop effective strategies for working in diverse environments.

4. Comprehensive Training and Professional Development: There is strong support for teacher preparation programs that include mandatory training on culturally responsive teaching, inclusive pedagogy, and understanding the history of marginalized groups. Respondents also emphasized the need for more comprehensive training in working with diverse student populations, including English Language Learners (ELLs) and students with disabilities. Teachers should be equipped with practical tools and strategies to meet the needs of all students. The survey also highlighted the importance of teachers developing a toolkit for teaching in diverse settings, with an emphasis on differentiated instruction, developmental understanding, and respect for cultural differences.

5. Addressing Challenges and Barriers in Teacher Training: Some responses pointed out the challenges in preparing teachers for diverse classrooms, particularly in rural or economically disadvantaged areas. While there is support for integrating community-based collaborations into teacher preparation, some respondents feel this is too ambitious for first-year teachers who may lack the resources and knowledge to navigate these complexities. There is also concern that current Diversity, Equity, and Inclusion (DEI) initiatives could conflict with other instructional efforts or lead to legal challenges. The survey suggests that teacher preparation programs should focus on providing teachers with the skills to find and utilize resources to navigate cultural differences as they encounter them in the classroom.

6. Partnerships and Community Engagement: Finally, the survey highlights the importance of partnerships with local communities, including nonprofit organizations, rural districts, and cultural institutions. Such partnerships can provide teachers with additional support and resources to navigate cultural diversity. By fostering collaboration between districts and providing networks for teachers to share experiences and insights, beginning educators can develop a deeper understanding of the communities they serve.

ADDITIONAL FEEDBACK

When asked: **What other subjects, knowledge, or skills should teacher preparation programs prioritize to better prepare all beginning teachers?** Respondents provided a variety of answers that are summarized below:

1. Classroom Management and Behavior Support: Beginning educators should be well-prepared with strong classroom management skills to handle disruptions, maintain routines, and create an engaging learning environment. They need to know effective strategies to manage diverse student behaviors and gain practical experience in applying these skills in real-world settings.

2. Special Education and Inclusive Practices: New teachers should have a solid understanding of special education processes, including supporting students with IEPs and working with paraeducators. They also need to be equipped to support multilingual learners and create an inclusive classroom environment that meets the needs of all students.

3. Literacy Instruction: Beginning educators must be trained in research- and evidence-based literacy practices to effectively teach reading and writing. This includes knowledge of phonemic awareness, phonics, and understanding how literacy skills build across all subjects.

4. Practical Teaching Skills and Mentorship: New teachers should gain hands-on experience through extended student teaching, mentorship, and co-teaching opportunities. They need to bridge the gap between theoretical knowledge and practical application, focusing on lesson design, collaborative planning, and real-world classroom challenges.

5. Professionalism, Communication, and Collaboration: Beginning educators should be prepared to communicate effectively with families, colleagues, and administrators. They need to develop professionalism, understand the administrative processes of schools, and be able to work collaboratively with a team to support student success.

6. Time Management, Organization, and Support: New teachers should be equipped with time management and organizational skills to balance lesson planning, grading, and classroom activities effectively. They also need ongoing support through mentorship and professional learning communities to help them navigate challenges and continue to grow in their teaching practice.

CONCLUSION: NEXT STEPS

This summary of findings shows that educators working in Washington's P-12 classrooms have essential, practical insight into how teacher preparation programs can better meet the demands of the modern classroom. These teachers are reflective practitioners who understand, in real time, what new teachers need to succeed. The contributions we collected from listening sessions and surveys reflect some priorities: practical integration of new technologies, meaningful application of social-emotional learning, and continuous, inclusive work in culturally responsive and inclusive teaching.

The input received highlights a wish to move beyond traditional practices and training. Practicing educators called for field-based preparation that reflects the complexity of their classrooms, where trauma-informed practice, differentiated instruction, and relationship-building are not just add-ons but mandatory. They emphasized the need for programs to prepare teachers not just with theory but with the means to apply theory in dynamic, real-world settings.

These findings carry important implications. Preparation programs may benefit from building ongoing, collaborative partnerships with P-12 schools and districts that include feedback loops, field experiences created with, not for, P-12, and professional learning that improves alongside classroom needs. Faculty and program staff might also benefit from targeted development in SEL, e.g., collaborating with district and school staff for SEL integration in their TPP courses, CCDEI, e.g., partnerships with local organizations, and more community engagement so that candidates have more exposure to populations different than their own background, and instructional technology, e.g., embedding inclusive and accessible instructional practices into digital literacy to ensure alignment across all coursework and field experiences. In addition, programs should ensure candidates are prepared to offer behavior support and inclusive practices, and have an understanding of literacy instruction, school expectations, effective communication and collaboration, and organizational skills. Finally, teachers need hands-on experience in the role in order to bridge the gap between theory and practical application. In order to retain strong teachers and produce future individuals who meet and exceed benchmarks in their learning, listening to those already doing the work is not just respectful - it's essential.