**New educator preparation program**

**Content and clinical practice progression template**

**Full proposal**

Complete the “Content/clinical practice progression and role standards alignment table” with your intended course sequence, content descriptions, and role standards alignment. See immediately below for specific [role standards](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/) and level of standard you should cite.

**I. ROLE STAN**DARDS

Residency teacher: [InTASC standards](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/)

Reference and address all “Performances,” “Essential Knowledge,” and “Key Dispositions” for each of the ten InTASC standards (e.g. 1(b) or 5(j)). You do not need to address “Progression for Standard...”

## Residency principal: [NELP building-level standards](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/)

Reference and address all component areas for each of the eight NELP building level standards (e.g. 1.2 or 7.3).

## Residency program administrator: [NELP building or district-level standards](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/)

Reference and address all component areas for the relevant NELP standards.

## Initial superintendent: [NELP district-level standards](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/)

Reference and address all component areas for each of the seven NELP district level standards (e.g. 2.1 or 4.3).

## Initial Career and Technical Education (CTE) teacher: As described in [WAC 181-77A-165](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/) and [as published by PESB](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/)

For WAC 181-77A-165, reference and address all component areas for each of the eight standards (e.g. 181-77A-165(3) or 181-77A-165(8)(a)).

For standards published by PESB, reference and address all component areas for each of the two standards (e.g. 1.1 or 2.3).

## Initial CTE administrator: [Career and Technical Education director competencies](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/) as published by PESB

Reference and address all component areas for each of the two standards (e.g. 1.7 or 2.6).

# II. CONTENT/CLINICAL PRACTICE PROGRESSION AND ROLE STANDARD ALIGNMENT

|  |  |  |
| --- | --- | --- |
| Content and clinical practice progression | Course or content module description | Role standards |
| List courses or content modules in the sequence a typical candidate would experience them.  Indicate the same sequence date and/or include a brief explanation if candidates have a choice between multiple content offerings at the same time. | Briefly describe each course or content module, include all components necessary for completing your program. Include a title and intended outcomes. Indicate if a course or content module is required for a specific endorsement. | See above for which standards and at what level you should address for your program type.  Cite each standard component area the course is aligned to and ensures. A component area can be cited multiple times. |
| EXAMPLE (this is an example of how to complete the table, not an exemplary course or content module):  Second year, fall semester. | EXAMPLE (this is an example of how to complete the table, not an exemplary course or content module):  ELEM 220 Literacy instruction  Investigate and implement strategies for student literacy skill acquisition in reading, writing, listening, and speaking at various developmental stages. Focus will be on strategies supporting culturally, linguistically, and ability diverse students. Additional course topics will include incorporating an array of purposes, genres, and diverse authors into curriculum; various methods to assess student literacy skills; integrating literacy skill acquisition across subjects and curriculum; etc.  Intended outcomes:   * Create literacy lesson plans with differentiation for various skill levels and prior knowledge, incorporation of relevant materials (including technology), and other lesson plan structural elements. * Describe and analyze literacy development progression across students from kindergarten through eighth grade. * Integrate literacy skill acquisition across subjects and curriculum including but not limited to: social studies, science, mathematics, arts, and English language arts. * Assess potential literacy materials for cultural responsiveness. * Develop formative and summative literacy skill assessments. * Choose developmentally appropriate literacy tools, including the appropriate technology. | EXAMPLE (this is an example of how to complete the table, not an exemplary course or content module):  InTASC:  1(a),1(e), 1(g)  2(a), 2(d), 2(i),  4(l)  6(a), 6(k)  7(h), 7(k)  8(j) |
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Add rows as needed.

# III. SIGNATURE AND ASSURANCES

Prospective program leaders ensure all role standards are addressed and have included all role standards in the “Content and clinical practice progression and role standard alignment” table.

Sign and date below.

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

Name of Chief Academic Officer or Equivalent Representative

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

Signature

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

Date

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Name of Dean of Degree/Certification or Equivalent Representative

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Signature

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Date