New educator preparation program

Notification of Intent (NOI)

# SUBMISSION INSTRUCTIONS

This form, the Notification of Intent (NOI), is the first stage of three in applying to offer an educator preparation program. The NOI applies to the following roles:

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

The NOI signals to the Professional Educator Standards Board (PESB) and PESB staff that prospective program leaders have laid the foundation on which to design the proposed program. This is a formal document, please read all directions, as well as review and check for completion prior to submitting. If there are any questions on the form or process, email sophia.keskey@k12.wa.us.

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

Read the appendices prior to completing this form.

1. Program information
2. Program features
3. Program and role standards
4. Signature and authorization

Appendix A: Overview of new program approval process

Appendix B: Alternative Routes as partnership

Appendix C: Endorsements

## NOI formatting and submission requirements

* Cite all sources and provide a works cited list when appropriate.
* Remove the “submission instructions” section prior to submitting the form.
* Submit form as a Microsoft Word document.
* Email completed form to sophia.keskey@k12.wa.us by your requested Board meeting deadline. [Find deadlines here](https://www.pesb.wa.gov/preparation-programs/program-application-review/new-program-applications/new-educator-preparation-program/).
* File naming convention: Provider Name\_NOI\_ Role type\_MM.DD.YYYY [use date submitted] (e.g., North River College\_NOI\_Principal\_08.20.2019)

# I. PROGRAM INFORMATION

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

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

Contact:

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

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

## Parent or affiliate organization

[ ]  Prospective program leaders have informed the relevant parent or affiliate organization, accrediting body, and / or regulatory agency of the organization's intent to offer an educator preparation program.

List organizations notified here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Projected enrollment

Projected enrollment (# of candidates) in year one: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Projected enrollment (# of candidates) in year two: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Projected full enrollment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (year) (# of candidates)

## Type of certificate to be offered Check all that apply.

[ ]  Residency teacher certificate

[ ]  Residency principal

[ ]  Residency program administrator

[ ]  Initial superintendent

[ ]  Initial Career and Technical Education (CTE) teacher

[ ]  Initial CTE administrator

[ ]  Residency school counselor

[ ]  Residency school psychologist

## Certificates and degrees Check all that apply.

[ ]  Certification only

[ ]  Certification with bachelor’s degree

[ ]  Certification with master’s degree

[ ]  Certification with doctoral degree

[ ]  Certification with other degree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Organization Type

Check the box that applies.

[ ]  Public college or university

[ ]  Private/independent college or university

[ ]  Not-for-profit organization

[ ]  For-profit organization

[ ]  Educational Service District

[ ]  School district

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

## Applying for Alternative Routes program?\*

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

[ ]  Traditional route

[ ]  Alternative Route 1

[ ]  Alternative Route 2

[ ]  Alternative Route 3

[ ]  Alternative Route 4

[ ]  Not a residency teacher program

## Initial CTE teacher certificate, program type

Check the box that applies.

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

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

[ ]  Not an initial CTE teacher certificate program

# II. PROGRAM FEATURES

## Provide your institution’s mission and vision.

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

## Briefly describe your proposed program.

250 word maximum.

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

## Professional Educator Advisory Board (PEAB)

A PEAB is established to participate in and cooperate with the provider on decisions related to the development, implementation, and revision of preparation programs. The PEAB for the proposed program must engage fully with the proposal and program development before submitting the full proposal.

Be prepared to provide a PEAB member roster (all programs: WAC 181-78A-207 and WAC 181-78A-209; CTE teacher programs: WAC 181-77A-029) and operating procedures (WAC 181-78A-300(5)(b)) at the next stage of the approval process, the pre-proposal.

[ ]  Potential program leaders have read and understood the WAC related to PEAB operations and compositions (WAC 181-78A-205, 207, 209, 210, 215, 300).

[ ]  Potential CTE teacher program leaders have read and understood additional CTE specific PEAB WAC (WAC 181-77A-029).

## Location

List the following primary locations. Alternative Routes programs should review Appendix B prior to responding.

1. Primary location(s) where instruction is offered (provide specific address(es)):

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

1. Primary locations(s) where field experiences will take place (list school district(s) and/or organization(s)):

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

1. Primary location(s) of candidates (list region(s) and/or community(ies)):

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

1. Primary location(s) where recruiting and outreach will take place (list region(s) or community(ies)):

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

## Cost for candidates

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

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

## Primary teaching and learning format by program element:

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

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

# III. PROGRAM AND ROLE STANDARDS

## Program and role standards

[Preparation program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) are established in WAC 181-78A-220 and further elaborated in WAC 181-78A-231 through 237. The domains of practice and program components identify program features and activities required for initial and ongoing program approval.

Role standards define certificate-specific skills and knowledge for candidates. Providers of EPPs are responsible for ensuring candidates leave their program with these role specific skills and knowledge. Find the role standards for the relevant certificate type [here](https://www.pesb.wa.gov/preparation-programs/standards/role-standards/).

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

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

## Endorsement(s)

Residency teacher and CTE plan 1 programs only: All residency teacher certificate programs must offer at least one endorsement. All CTE Plan 1 programs must offer at least one broad area endorsement.

List all endorsements or broad area endorsements to be offered (see Appendix C):

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

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

## Alternative Routes program requirements

Complete this section if you are applying to offer an Alternative Routes program.

[ ]  Prospective Alternative Routes program leaders have read, understood, and agree to comply with the requirements outlined in [WAC 181-80](https://apps.leg.wa.gov/WAC/default.aspx?cite=181-80&full=true).

**IV. SIGNATURE AND AUTHORIZATION**

Please review and check for completion prior to submitting.

Sign and date below.

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

Name of Chief Academic Officer or Equivalent Representative

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

Signature

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

Date

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

Name of Dean of Degree/Certification or Equivalent Representative

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

Signature

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

Date

# APPENDIX A: OVERVIEW OF NEW PROGRAM APPROVAL PROCESS

|  |  |  |  |
| --- | --- | --- | --- |
| Stage | Actor | Action | Subaction |
|  | Through the NOI, program leaders indicate to the Board and PESB staff that they will be seeking approval for a proposed educator preparation program. Additionally, the NOI signals that prospective program leaders have laid the foundation on which to design the proposed program. |
| Notification of intent | Program leaders | Submit Notification of Intent (NOI) to program specialist |  |
| PESB staff internal review team | Reviews NOI and provides staff feedback. | NOI is included on the upcoming Board consent agenda. |
| Board | Approves consent agenda or moves the NOI to a discussion action tab. | If approved, program leaders complete a pre-proposal. If moved to a discussion action tab, Board members will make a motion to guide further action.  |
| Stage | Actor | Action | Subaction |
|  | Through the pre-proposal, program leaders provide an outline and basic framework of the proposed program. At this stage, program leaders must also fully qualify the need for the program and describe how their program design and methods uniquely fill that need. |
| Pre-proposal | Program leaders | Submit pre-proposal to program specialist |  |
| PESB staff internal review team | Reviews pre-proposal and provides staff feedback.  |  |
| Program leaders  | Based on staff feedback, choose to either come before the Board at requested date or wait for a later meeting date. Staff feedback is always included in Board materials.  | If program leaders decide to wait, they return to the beginning of the pre-proposal stage, updating pre-proposal based off staff feedback and working with staff to identify additional resources.If program leaders decide to go before the Board, they move to the next step. |
| Program leaders | Send updated pre-proposal, presentation slides to program specialist. |  |
| Program leaders, PESB staff | Board practice presentation via Zoom. | Presentation is timed and PESB staff provide feedback and technical assistance on the presentation.  |
| Program leaders | Update and resubmit presentation slides to program specialist informed by staff feedback during practice presentation. |  |
| Program leaders | Present pre-proposal to the Board. |  |
| Board | Approves or disapproves pre-proposal | If disapproved, program leaders return to the beginning of the pre-proposal stage, updating program design and pre-proposal informed by staff and Board feedback.If approved, move to the full proposal. |
| Stage | Actor | Action | Subaction |
|  | Through the full proposal, program leaders provide a complete picture of the proposed program. This includes providing concrete evidence of strategies and program design. If approved, program leaders should be prepared to fully implement the proposed program. |
| Full proposal | Program leaders | Submit full proposal\* to program specialist |  |
| PESB staff internal review team | Reviews full proposal and provides staff feedback.  |  |
| Program leaders  | Based on staff feedback, choose to either come before the Board at requested date or wait for a later meeting date. Staff feedback is always included in Board materials.  | If program leaders decide to wait, they return to the beginning of the full proposal stage, updating full proposal based off staff feedback and working with staff to identify additional resources.If program leaders decide to go before the Board, they move to the next step. |
| Program leaders | Send updated full proposal and presentation slides to program specialist. |  |
| Program leaders, PESB staff | Board practice presentation via Zoom. | Presentation is timed and PESB staff provide feedback and technical assistance on the presentation.  |
| Program leaders | Update and resubmit presentation slides to program specialist informed by staff feedback during practice presentation. |  |
| Program leaders | Present full proposal to the Board. |  |
| Board | Approves or disapproves proposed program. | If disapproved, program leaders return to the beginning of the full proposal stage, updating program design and full proposal informed by staff and Board feedback.If approved, move to the final step of the approval process. |
| Stage | Actor | Action | Subaction |
| Post approval | Program leaders | Can begin operating their program immediately. |  |
|  | 27 month review |  |
|  | Ongoing review |  |

# APPENDIX B: ALTERNATIVE ROUTES AS PARTNERSHIP

Alternative Routes programs are based upon partnerships between the teacher preparation program and one or more school districts, educational service district, community or technical college, or other partners to address district shortage(s).

## WAC 181-80-010

(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:

(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.

(b) Programmatic requirements. Programs shall uphold the following requirements in addition to requirements and standards listed in chapter 181-78A WAC.

(i) Ensure candidates meet assessment requirements for basic skills, content knowledge, and performance-based assessment per RCW 28A.410.220, 28A.410.280, and WAC 181-78A-300(3).

(ii) Fingerprint and character clearance under RCW 28A.410.010 must be current at all times during the field experience for candidates who do not hold a valid Washington certificate.

(iii) Clinical practice for teacher candidates should consist of no less than five hundred forty hours in classroom settings.

(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.

(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.

(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.

# APPENDIX C: ENDORSEMENTS

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

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

## Endorsement list

Agricultural education (CTE)

Bilingual education

Biology

Business and marketing (CTE)

Chemistry

Choral music

Computer science

Dance

Early childhood education

Early childhood special education

Earth and space science

Elementary education

English language arts

English language learner

Family and consumer sciences education (CTE)

General music

Health and Fitness

History

Instrumental music

Library media

Mathematics

Middle level humanities

Middle level mathematics

Middle level science

Physics

Reading

Science

Social studies

Special education

Technology education (CTE)

Theater arts

Traffic safety

Visual arts

World languages

#### Specialty endorsements

Deaf education

Elementary mathematics specialist

Environment and sustainability education

Gifted education

Teacher of the visually impaired