New educator preparation program

Pre-proposal

# SUBMISSION INSTRUCTIONS

This form, the pre-proposal, is the second stage of three in applying to offer an educator preparation program. The pre-proposal 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

Through the pre-proposal, program leaders describe the proposed program in relation to PESB program standards and requirements. 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. This is a formal document, please read all directions, as well as review and check for completion prior to submitting. PESB staff will not accept submissions without all required attachments and / or with sections left blank. If there are any questions on the form or process, email [sophia.keskey@k12.wa.us](mailto:sophia.keskey@k12.wa.us).

## There are eight sections and two appendices in this form

Read the appendices prior to completing this form.

1. Program information
2. Program features
3. Responding to needs, serving communities and candidates
4. Financial capacity
5. Organizational capacity
6. Program standards
7. Professional Educator Advisory Board (PEAB) initial recommendations
8. Signature and authorization

Appendix A: Budget template

Appendix B: Endorsements

Alternative Routes applicants must also complete: [Alternative Routes addendum to the pre-proposal](https://www.pesb.wa.gov/wp-content/uploads/PESB_Alternative-Routes-addendum-to-pre-proposal_01.2021.docx).

## Pre-proposal formatting and submission requirements

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

# I. PROGRAM INFORMATION

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

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

Contact:

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

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

## Type of certificate to be offered

Check all that apply.

Residency teacher certificate

Residency principal

Residency program administrator

Initial superintendent

Initial Career and Technical Education (CTE) teacher

Initial CTE administrator

Residency school counselor

Residency school psychologist

## Certificates and degrees

Check all that apply.

Certification only

Certification with bachelor’s degree

Certification with master’s degree

Certification with doctoral degree

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

## Organization type

Check the box that applies.

Public college or university

Private/independent college or university

Not-for-profit organization

For-profit organization

Educational Service District

School district

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

## Applying for Alternative Routes program?\*

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

Traditional route

Alternative Route 1

Alternative Route 2

Alternative Route 3

Alternative Route 4

Not a residency teacher program

## Alternatives Routes program requirements

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

Attach the [Alternative Routes addendum to the pre-proposal](https://www.pesb.wa.gov/wp-content/uploads/PESB_Alternative-Routes-addendum-to-pre-proposal_01.2021.docx).

## 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

## School counselor and school psychologist program national accreditation status

While in the process of seeking PESB Board approval, prospective school counselor and school psychologist programs must also be in the process of obtaining or have obtained accreditation from the relevant national accrediting organizations.

Prospective school counselor program leaders have communicated with the [Council for Accreditation of Counseling & Related Educational Programs](https://www.cacrep.org/) (CACREP) regarding the or have begun the accreditation process for school counselor programs.

Prospective school psychologist program leaders have communicated with the [National Association of School Psychologists](https://www.nasponline.org/) (NASP) regarding or have begun the accreditation process for school psychologist programs .

## Institutional accreditation status

Institutions of higher education only.

Attach letter that verifies current accreditation.

## Anticipated program start date

Provide month and year (e.g. September 2021).

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

# II. PROGRAM FEATURES

## Program schedule (at the proposed time of beginning instruction)

Check all that apply.

Day classes

Evening classes

Weekend classes

Full-time option

Part-time option

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

## Will candidates have multiple program options?

For example: an accelerated full time option and a part time night option or a Master’s degree and a Bachelor’s degree. If yes, briefly describe each option with key option differences.

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

## 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 B):

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

## Cost for candidates

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

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

# III. RESPONDING TO NEEDS, SERVING COMMUNITIES, AND CANDIDATES

There are three primary purposes for the responding to need section:

* Demonstrate workforce need for the proposed program through quantitative and qualitative evidence.
* Connect program design with community, P-12 students, and candidates. Program design can refer to course content, recruitment and outreach strategies, faculty and staff professional development, candidate supports, etc.
* Address underrepresentation in the educator workforce and forward the Board's goal of an educator workforce that mirrors our P-12 students and community.

## Responding to educator workforce needs

1. In what ways does your program uniquely address a need not provided by existing approved educator preparation programs? View PESB approved [educator preparation programs](https://www.pesb.wa.gov/pathways/becoming-an-educator/find-a-preparation-program/), [Alternative Routes to Teacher Certification programs](https://www.pesb.wa.gov/pathways/alternative-routes-to-teacher-certification/find-an-alternative-route-program/), and [endorsement offerings](https://www.pesb.wa.gov/pathways/becoming-an-educator/find-an-endorsement-offering/).

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

1. Provide qualitative and quantitative evidence of need for your program. Cite all sources (e.g. PESB’s [identified shortage areas](https://www.pesb.wa.gov/workforce/educator-shortage/), surveys, regional workforce data, research, etc.).

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

1. Describe projections for program growth (e.g. key candidate populations, candidate cohort size, location expansion, future endorsement offerings, etc.).

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

1. Alternative Routes programs only: In what ways does your program address shortage areas as [identified by PESB](https://www.pesb.wa.gov/workforce/educator-shortage/) and/or shortages due to geographic location? If you are responding to a local need not included on the PESB statewide and regional lists, follow PESB’s [local shortage guidance](https://docs.google.com/document/d/13BCoefRK0ip1ZSxzjkE5jNga1wgbneCzSUZ-L1RUkdI/edit?usp=sharing) to demonstrate need. Be aware of redundancies with question III.A.2 and cite all sources.

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

## Responding to local P-12 student and school needs

Describe the distinguishing characteristics of program demand in terms of the P-12 students, schools, and districts your program’s candidates will serve. Include:

1. The most critical academic, social, cultural, and/or emotional needs of local P-12 students and schools. Provide qualitative and quantitative data.

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

1. In what ways are these needs not currently being fully addressed by existing educator preparation programs, districts, schools, community organizations, etc.

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

1. How the proposed program will respond to the unmet needs as described in III.B.1 and III.B.2.

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

## Responding to the needs of the potential educator candidates and surrounding community

1. Describe the demographics of the surrounding community and regions served. Include quantitative data.

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

1. Describe the key candidate populations in the proposed program (e.g. demographic data, pathways to the profession, degrees held, and other candidate characteristics).

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

1. Describe the primary needs of the key candidate populations this program would serve (e.g. anticipated areas of candidate growth, barriers to the profession, degree needed for certification, other academic and social supports, etc.).

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

1. How do local community and educational support organizations describe community needs in terms of the educator workforce? Community and educational support organizations could include but are not limited to: Chambers of Commerce, extracurricular organizations, local advocacy organizations, organizing bodies for educators of color, etc.

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

# IV. FINANCIAL CAPACITY

## Attachments

Attach an official budget as approved by the program administrator and/or institution leaders. Find the budget template in Appendix A.

Attach evidence of resources to provide and to continue to provide the education and services described in your program’s official publications.\*

\*Acceptable evidence of financial capacity includes U.S. Department of Education composite score, or recent (within 2 years) independent or state auditor’s report. New institutions or organizations may demonstrate financial capacity by submitting either an independent or state auditor’s report, or a business plan and a letter of credit for at least 50% of necessary funds to cover costs for the initial year of operation.

## Provide the Washington business license number, and that for any other state as applicable.

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

# V. ORGANIZATIONAL CAPACITY

## Program instructors

Complete the chart below with the key instructors who will teach in the program. Add rows if needed. The first row is an example and should be deleted before the form is sent to PESB. If you are unable to provide a name, please include the projected hiring timeline and attach a job description.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | P-12 & Higher education instruction experience | Degree | Status (FT/PT; tenure/tenure track/adjunct) | Assigned courses |
| EXAMPLE  First  Last | EXAMPLE   * Associate Professor at North River College, 2017- present * Lecturer at North River College, 2009-2017 * First grade teacher, 2000-2008 * Head Start/ECEAP, 1988-2000 | EXAMPLE   * Ed. D., Higher Education Administration, Northeastern University * MS, Instruction: Elementary Education & Teaching English to Speakers of Other Languages, Drexel University * BA, Human Development, Early Childhood Education, Pacific Oaks College | EXAMPLE  Full-time, Tenure track | EXAMPLE  ELEM 270 Introduction to language and literacy  ELEM 370  Culture and language  ELEM 371  Advanced language and literacy |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

## Separate administrative unit

Complete the chart below with the staff who make up the program’s administrative unit. If you are unable to provide a name and contact email, please include the projected hiring timeline and attach a job description. Each position, even if filling multiple roles, should not exceed 100% projected FTE.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role | Position title | Name | Contact email | Responsibilities | Projected FTE % |
| Designated Program Lead\* | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Data Administrator\* | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Certification Officer\* | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Lead Field Supervisor\* | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Lead Faculty / Department Chair\* | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| (Residency teacher and CTE plan 1 only) edTPA Coordinator\* | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Assessment Coordinator | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Outreach and Enrollment Coordinator | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Retention Support Specialist | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Other key administrative unit roles | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

\*These roles are required to be filled. It is not required that all roles be filled by different individuals.

# VI. PROGRAM STANDARDS\*\*^

\*\*If you are applying to offer an Alternative Routes program, you must *also* complete the [Alternative Routes addendum to the pre-proposal](https://www.pesb.wa.gov/wp-content/uploads/PESB_Alternative-Routes-addendum-to-pre-proposal_01.2021.docx).

^If you are applying to offer a school counselor or school psychologist program, you do *not* have to complete this section. You will address relevant program standards at the full proposal stage.

|  |  |  |  |
| --- | --- | --- | --- |
| Domain and standard component area. | | Guiding question | In what ways do the program and program personnel ensure each standard is upheld? Connect with the demonstrated need described above. |
| The language of each domain standard component area. | | These questions operationalize the program standards. Use them as a prompt to guide your response. | Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) (WAC 181-78A-231 to 237) before completing this table.  In each domain and standard response section, respond to [each sub-criterion](https://www.pesb.wa.gov/preparation-programs/program-standards/) (e.g. Domain 1.A.i, Domain 1.A.ii, Domain 1.A.iii, etc.) with a description of how your proposed program intends to take action on each standard. Please be aware of and avoid redundancies. |
| Domain 1: Candidates and cohortsEducator Preparation Programs recruit, select, and prepare diverse cohorts of candidates with potential to be outstanding educators | | | |
| 1.A. Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition promising educator candidates. | How will outreach and partnership strategies and practices enable program personnel to recruit, admit, and support educator candidates? | | Click or tap here to enter text. |
| 1.B. Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington state public schools. | What strategies and practices have program personnel outlined to recruit and retain candidates from underrepresented groups? | | Click or tap here to enter text. |
| 1.C. Providers set, publish, and uphold program admission standards to ensure that all educator candidates and cohorts are academically capable and technically prepared to succeed in educator preparation programs. | What is the program’s plan for setting, communicating, and applying admission standards so that admitted candidates are set up to succeed?  How will program personnel identify individuals for individualized supports to ensure equitable access to the profession? | | Click or tap here to enter text. |
| Domain and standard component area. | Guiding question | | In what ways do the program and program personnel ensure each standard is upheld? Connect with the demonstrated need described above. |
| The language of each domain standard component area. | These questions operationalize the program standards. Use them as a prompt to guide your response. | | Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) (WAC 181-78A-231 to 237) before completing this table.  In each domain and standard response section, respond to [each sub-criterion](https://www.pesb.wa.gov/preparation-programs/program-standards/) (e.g. Domain 1.A.i, Domain 1.A.ii, Domain 1.A.iii, etc.) with a description of how your proposed program intends to take action on each standard. Please be aware of and avoid redundancies. |
| Domain 2: Candidate knowledge, skills, and cultural responsivenessEducator Preparation Program providers prepare candidates who demonstrate the knowledge, skills, and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state’s approved standards. | | | |
| 2.A. Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments. | How will program instructors model high-quality and effective teaching and learning?  How will the program support instructors’ ongoing improvement as educators? | | Click or tap here to enter text. |
| 2.B. Providers ensure that candidates demonstrate the necessary subject matter knowledge for success as educators in schools. | How will national standards be integrated into assessments and learning activities to ensure candidates demonstrate the necessary subject matter knowledge? | | Click or tap here to enter text. |
| 2.C. Providers ensure that candidates demonstrate pedagogical knowledge and skill relative to the national professional standards adopted by the board for the role for which candidates are being prepared. | How will field experiences contribute to candidates’ demonstration of knowledge and competencies aligned with standards for the role?  How will field experiences ensure that candidates apply theory and, when relevant, complete the teacher performance assessment during their clinical practice? | | Click or tap here to enter text. |
| 2.D. Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators. | How will program personnel ensure each candidate exhibits the knowledge and skills of culturally responsive educators?  How do program personnel use coursework and field experiences to model equity pedagogies that invite candidates to leverage their own prior experiences, cultural knowledge, and frames of reference? | | Click or tap here to enter text. |
| Domain and standard component area. | Guiding question | | In what ways do the program and program personnel ensure each standard is upheld? Connect with the demonstrated need described above. |
| The language of each domain standard component area. | These questions operationalize the program standards. Use them as a prompt to guide your response. | | Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) (WAC 181-78A-231 to 237) before completing this table.  In each domain and standard response section, respond to [each sub-criterion](https://www.pesb.wa.gov/preparation-programs/program-standards/) (e.g. Domain 1.A.i, Domain 1.A.ii, Domain 1.A.iii, etc.) with a description of how your proposed program intends to take action on each standard. Please be aware of and avoid redundancies. |
| Domain 3: Novice practitionersEducator Preparation Programs prepare candidates who are role ready. | | | |
| 3.A. Providers prepare candidates who are ready to engage effectively in their role and context upon completion of educator preparation programs. | How will candidates be oriented to certification, licensure, and local administrative regulations?  How will educator practices be contextualized within contemporary socio-political context?  How will program personnel determine that completers apply knowledge, skills, and dispositions the program was designed to achieve? | | Click or tap here to enter text. |
| 3.B. Providers prepare candidates to develop reflective, collaborative, and professional growth-centered practices through regular evaluation of the effects of their practice through feedback and reflection. | How will candidates develop reflective, collaborative, professional-growth-centered practices? | | Click or tap here to enter text. |
| 3.C. Providers prepare candidates for their role in directing, supervising, and evaluating paraeducators. | How will candidates be prepared to collaborate with paraeducators? | | Click or tap here to enter text. |
| 3.D. Providers require candidates to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements. | How will candidates be prepared in ongoing TPEP, the Washington Teacher and Principal Evaluation Program? | | Click or tap here to enter text. |
| Domain and standard component area. | Guiding question | | In what ways do the program and program personnel ensure each standard is upheld? Connect with the demonstrated need described above. |
| The language of each domain standard component area. | These questions operationalize the program standards. Use them as a prompt to guide your response. | | Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) (WAC 181-78A-231 to 237) before completing this table.  In each domain and standard response section, respond to [each sub-criterion](https://www.pesb.wa.gov/preparation-programs/program-standards/) (e.g. Domain 1.A.i, Domain 1.A.ii, Domain 1.A.iii, etc.) with a description of how your proposed program intends to take action on each standard. Please be aware of and avoid redundancies. |
| Domain 4: State and local workforce needsProviders contribute positively to state and local educator workforce needs. | | | |
| 4.A. Providers partner with local schools, districts, and communities to assess and respond to educator workforce, student learning, and educator professional learning needs. | How will partnerships be formed and used to understand workforce patterns and needs?  How will this contribute to the design, implementation, and improvement of the program? | | Click or tap here to enter text. |
| 4.B. Providers use preparation program and workforce data in cooperation with professional educator advisory boards to assess and respond to local and state workforce needs. | Which data will be used to better understand workforce needs?  Which workforce data will be presented to the program’s professional educator advisory board and improve the program? | | Click or tap here to enter text. |
| 4.C. Providers of teacher educator preparation programs prepare and recommend increasing numbers of candidates in endorsement and areas identified by the board as workforce priorities. | How will program leaders respond to state and local workforce shortages?  How will program leaders’ responses to workforce data serve state and local workforce needs? | | Click or tap here to enter text. |
| Domain and standard component area. | Guiding question | | In what ways do the program and program personnel ensure each standard is upheld? Connect with the demonstrated need described above. |
| The language of each domain standard component area. | These questions operationalize the program standards. Use them as a prompt to guide your response. | | Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) (WAC 181-78A-231 to 237) before completing this table.  In each domain and standard response section, respond to [each sub-criterion](https://www.pesb.wa.gov/preparation-programs/program-standards/) (e.g. Domain 1.A.i, Domain 1.A.ii, Domain 1.A.iii, etc.) with a description of how your proposed program intends to take action on each standard. Please be aware of and avoid redundancies. |
| Domain 5: Data and assessment systemsEducator Preparation Programs maintain data and assessment systems that are sufficient to evaluate program performance and direct program decision-making and improvement, as well as to inform state-level priorities of the Professional Educator Standards Board. | | | |
| 5.A. Providers develop and maintain effective data systems that are sufficient for program growth, evaluation, and mandated reporting. | How will data systems be designed to provide data that contributes to program evaluation and mandated reporting? | | Click or tap here to enter text. |
| 5.B. Providers utilize secure data practices for storing, monitoring, reporting, and using data for program improvement. | What data systems will be in place to collect and store applicants’ and candidates’ data? | | Click or tap here to enter text. |
| 5.C. Providers produce and utilize data reports in accordance with data manual and reporting guidance published by the board. | How will the program report to PESB?  How will data systems provide information to PEABs and program colleagues? | | Click or tap here to enter text. |
| Domain and standard component area. | Guiding question | | In what ways do the program and program personnel ensure each standard is upheld? Connect with the demonstrated need described above. |
| The language of each domain standard component area. | These questions operationalize the program standards. Use them as a prompt to guide your response. | | Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) (WAC 181-78A-231 to 237) before completing this table.  In each domain and standard response section, respond to [each sub-criterion](https://www.pesb.wa.gov/preparation-programs/program-standards/) (e.g. Domain 1.A.i, Domain 1.A.ii, Domain 1.A.iii, etc.) with a description of how your proposed program intends to take action on each standard. Please be aware of and avoid redundancies. |
| Domain 6: Field experience and clinical practiceProviders offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role. | | | |
| 6.A. Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125 and 181-78A-300. | How will program personnel collaborate with school partners to cooperatively design field experiences and clinical practices aligned with standards for the role? | | Click or tap here to enter text. |
| 6.B. Providers ensure that candidates integrate knowledge and skills developed through field and industry experiences with the content of programs' course work. | How do candidates’ coursework and field experiences intersect in ways that engender reflective practice and learning? | | Click or tap here to enter text. |
| 6.C. Providers offer field experiences and related assessment requirements in accordance with WAC 181-78A-300 and the board approved candidate assessment requirements. | How will candidates’ have robust learning opportunities through field experience evaluations and assessments, including the edTPA? | | Click or tap here to enter text. |
| 6.D. Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status or local population density. | How will candidates have opportunities to work in communities or with student populations with backgrounds dissimilar to the background of the candidate?  How will candidates prepare for and reflect upon interactions with diverse populations and communities and professional growth in cultural responsiveness? | | Click or tap here to enter text. |
| Domain and standard component area. | Guiding question | | In what ways do the program and program personnel ensure each standard is upheld? Connect with the demonstrated need described above. |
| The language of each domain standard component area. | These questions operationalize the program standards. Use them as a prompt to guide your response. | | Review the [complete set of program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) (WAC 181-78A-231 to 237) before completing this table.  In each domain and standard response section, respond to [each sub-criterion](https://www.pesb.wa.gov/preparation-programs/program-standards/) (e.g. Domain 1.A.i, Domain 1.A.ii, Domain 1.A.iii, etc.) with a description of how your proposed program intends to take action on each standard. Please be aware of and avoid redundancies. |
| Domain 7: Program resources and governanceProviders ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability. | | | |
| 7.A. Providers ensure that programs utilize a separate administrative unit responsible for the composition and organization of the preparation program. | How will program change decisions be made?  How will program budget decisions be made?  How will budget allocations sustain excellence | | Click or tap here to enter text. |
| 7.B. Providers ensure the program has adequate personnel to promote teaching and learning. | How will ratios of candidates-to-instructors and candidates-to-field supervisors support candidates?  How will personnel decisions be made? | | Click or tap here to enter text. |
| 7.C. Providers ensure the program has adequate facilities and resources to promote teaching and learning. | How will resources contribute to effective administration?  How will resources contribute to program sustainability?  How will facilities decisions be made? | | Click or tap here to enter text. |

# VII. PROFESSIONAL EDUCATOR ADVISORY BOARD (PEAB) INITIAL INFORMATION AND RECOMMENDATIONS

A Professional Educator Advisory Board (PEAB) is established to participate in and cooperate with the provider on decisions related to the development, implementation, and revision of preparation programs.

Please anticipate convening your PEAB prior to submitting your pre-proposal. If your PEAB is not fully established, describe other stakeholder feedback, and plans for once the PEAB is established.

Attach your PEAB member roster (WAC 181-78A-207 and WAC 181-78A-209).

Attach your PEAB operating procedures (WAC 181-78A-300(5)(b)).

1. What data was presented to PEAB members (or to other stakeholders if the PEAB is not established) by prospective program leaders?

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

1. Summarize and synthesize PEAB member (or other stakeholders if the PEAB is not established) recommendations and commendations on the proposed program.

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

1. Which [program standards](https://www.pesb.wa.gov/preparation-programs/program-standards/) were addressed by PEAB members (or other stakeholders if the PEAB is not established) and their feedback?

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

1. In what ways were PEAB recommendations and commendations (or other stakeholder feedback if PEAB is not established) incorporated into the proposed program?

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

# VIII. 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: BUDGET TEMPLATE

The budget template is an opportunity to indicate projected revenue sources and outline expenditures that will maintain quality in your prospective program. Your budget speaks to the financial sustainability of your program.

This is a template only. As a template, please modify and itemize relevant to your program design. We expect modifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fund sources | Items (modify as needed) | Year 1 | Year 2 | Year 3 |
| Reallocation of existing resources |  |  |  |  |
| Tuition |  |  |  |  |
| Grants |  |  |  |  |
| Other funds (specify and add items as necessary) |  |  |  |  |
| **Total funding** | |  |  |  |
| Expenditures | Items (modify as needed) | Year 1 | Year 2 | Year 3 |
| Salary | Administrative Unit |  |  |  |
| Instructors |  |  |  |
| Benefits | Administrative Unit |  |  |  |
| Instructors |  |  |  |
| Contracts |  |  |  |  |
| Goods & Services | Outreach & recruitment |  |  |  |
| Instructional materials |  |  |  |
| Field experience and clinical practice supports |  |  |  |
| Assessment supports |  |  |  |
| Other candidate supports (specify and add items as necessary) |  |  |  |
| Equipment | Data systems |  |  |  |
| Facilities |  |  |  |
| Technology |  |  |  |
| Library related |  |  |  |
| Grants & scholarships |  |  |  |  |
| Indirect (if applicable) |  |  |  |  |
| **Total expenditures** | |  |  |  |
| **Net surplus** | |  |  |  |

# APPENDIX B. 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