

REIMAGINING TEACHER PREPARATION

*Elevating Practice-Based Teacher Education through the
Integration of Paid Teacher Residencies*

Prepared by:
The Professional Educator Standards Board

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INTRODUCTION AND OVERVIEW

Introduction

The Professional Educator Standards Board (PESB) was established in 2000 to advise the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) on educator certification matters and to develop tests for newly certified educators.¹ In 2001, [House Bill 5695](#) established three alternative routes to teacher certification and the Alternative Route Conditional Scholarship program. This bill directed PESB to award these conditional scholarships. In 2005, PESB's statutory authority was expanded to allow the Board to adopt policies and practices for educator preparation and certification, including traditional and nontraditional programs.² Later, in 2017, PESB was granted rulemaking oversight of the alternative routes program. Between traditional programs, alternative routes, and additional programs, PESB oversees a total of 116 preparation programs, including teacher, principal, superintendent, administrator, school counselor, and school psychologist programs.

Teacher Preparation:

- 33 traditional teacher programs
- 23 alternative routes program
- 5 CTE Plan I programs
- 7 CTE Plan II programs

Principal, Superintendent, and Administrator Preparation:

- 16 principal programs
- 7 superintendent programs
- 13 administrator programs

School Counselor and Psychologist Preparation:

- 6 school counselor programs
- 6 school psychologist programs

Report Overview

This report provides a landscape analysis of existing pathways to the teaching profession, shares financial aid that is currently available to teacher candidates, provides educator enrollment data, explains the differences and similarities between teacher apprenticeship and teacher residency programs, and provides recommendations for the legislature to consider that will increase educator diversity and drastically reduce educator shortages.

¹ [House Bill 2760](#)

² [Senate Bill 5732](#)

PART I: LANDSCAPE ANALYSIS: EXISTING PATHWAYS

In Washington, teachers must obtain a residency teacher certificate or a professional teaching (advanced) certificate. The residency certificate is issued to most first-time and out-of-state applicants for teaching licenses; this certificate requires reissuance with a five-year expiration. The professional or advanced certificate is only available to certificate holders who have passed ProTeach or National Board certification and qualify to upgrade to the Professional Certificate. However, the majority of teacher candidates seek to obtain a residency teacher certificate.

To obtain a residency teacher certificate, teacher candidates in Washington must complete a PESB-approved preparation program, including a set minimum number of clinical practice hours in a classroom setting; the number of required hours varies among the types of programs.³ They must also pass a content assessment for each endorsement area they will be teaching. Completing a preparation program is not expected for some out-of-state candidates or those obtaining a limited certificate.

Teacher candidates in Washington may choose from 57 teacher preparation programs (TPPs) (not including CTE pathways) in the state. The type of program available to any given candidate depends on that individual's prior education history and work experience. Pathways to the teaching profession vary for those with no post-secondary education compared to those who have already obtained post-secondary education, including a bachelor's or master's degree. Additionally, those who have worked in a school setting may also consider certain pathways to the profession.

As part of PESB's oversight of preparation programs, the Board requires that all programs undergo the following steps to obtain and maintain approval. These steps, and additional points of contact with the programs, allow for the collection of data regarding the impact and effectiveness of the programs and pathways.

- **Initial approval:** To become a program, all EPPs undergo the approval process. This 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 PESB's approval process, prospective educator preparation program (EPP) providers demonstrate readiness to meet PESB's standards and requirements, so that candidates have quality options to develop themselves and their future students, schools, and districts. PESB asks a prospective provider to describe and provide evidence of how they intend to uphold standards in their prospective program, as well as their financial and organizational capacity, and their content 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 this site-visit based review. The initial review involves looking at their performance on multiple dimensions of merit, including design fidelity, standards alignment, key performance indicators, and the ability to demonstrate continuous improvement. The review process

³ Related statute: [WAC 181-79A-150](#)

produces the following information: 1) Better understanding of program design, implementation, and outcomes; 2) Opportunities for strategic input on preparation programming; and 3) 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.

- A **focused follow-up** is put in place for programs whose limited approval is extended, typically for one year. During this 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. A program may also be granted an extended limited approval for another additional year.
- **Curriculum & Instruction (C&I) review** is the new, ongoing review model for teacher and principal preparation programs due to the legislative changes: a) removal of edTPA as a state requirement; b) implementation of SEL standards; c) implementation of 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 is applicable only to teacher and principal preparation programs. C&I review is typically conducted on a 4-6 year cycle.
- **Indicator-based Program Review** 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 consecutive year, the program is directed to complete a self-study. Following a third consecutive year of being below threshold, the Board will review all documentation and may require a formal site visit review.
- **Ongoing review** is required for all school counselor, school psychologist, CTE administrator, CTE plan II, and superintendent preparation programs once the program is granted full approval.

Traditional Programs

PESB's 33 traditional teacher programs are primarily designed for those who wish to complete their teacher preparation program (TPP) as part of a bachelor's or master's degree in education and have no experience working in a school district. Traditional teacher preparation programs are provided by four-year higher education institutions (IHE), community colleges, or other non-higher education providers and are typically designed to be completed in four years or more.

In Washington, candidates may enroll in in-person, online, and hybrid traditional preparation programs. While data is not available to understand how many candidates are enrolled in online, hybrid, and in-person preparation programs, it is important to note that all programs, regardless of their modality of instruction, must meet all PESB program standards.

All teacher candidates who are pursuing a teacher certificate through a traditional pathway must complete no less than 450 hours in a classroom setting with a qualifying mentor teacher.⁴

Since 2005, PESB has held oversight and rulemaking authority over teacher preparation programs. Today, PESB conducts program approval and review to ensure all teacher candidates receive high-quality instruction to prepare them for the classroom.⁵ Additionally, the Board is directed to support preparation programs to ensure the implementation of new and updated standards including, but not limited to, the John McCoy (Iulilaš) Since Time Immemorial Curriculum, Cultural Competency, Diversity, Equity, and Inclusion standards, and Social Emotional Learning standards.⁶

Alternative Routes

Alternative routes were first established by the Legislature in 2001 to offer additional pathways into the teacher profession.⁷ These can be considered a fast-track to a teaching credential based on an individual's prior post-secondary education background and work experience. Initially, the Legislature established three alternative routes to fill high-need subject areas, including special education, bilingual education, English as a Second Language, and other shortages by geographic location.⁸ The routes created in 2001 reflect recommendations that were developed by the PESB within the Board's first year of existence.

The routes allow teacher candidates to receive training and complete a mentored internship in a shortened time frame of approximately one to two years compared to the traditional program, which typically takes two to four years to complete.

In 2004, [Senate Bill 6245](#) established a fourth alternative route for certification for individuals employed within a school district who hold a bachelor's degree and either a conditional teaching certificate or emergency substitute certificate. In 2010, [Senate Bill 6696](#) stipulated that every PESB-approved teacher preparation program (EPP) must submit a proposal to offer an alternative routes program, thus greatly expanding the alternative routes. Later, the Legislature passed [House Bill 1654](#) (2017) to ensure the alternative routes reflect the ongoing evolution of teacher preparation needs. This bill repealed the initial RCW, which defined the four alternative routes in statute (RCW) and tasked PESB with creating rules (WAC) to define the alternative routes, including the grant process and program design of the routes.⁹

Following the passage of House Bill 1654 and under PESB's statutory authority, which directed the Board to provide oversight and accountability of "nontraditional preparation program providers,"¹⁰ PESB developed [WAC Chapter 181-80](#) related to Alternative Routes to Certification. [WAC 181-80](#) defines key terms related to

⁴ Related statute: [WAC 181-78A-236](#)

⁵ Related statutes: [RCW 28A.410.210](#), [RCW 28A.410.290](#), [RCW 28A.410.270](#), [RCW 28A.410.275](#)

⁶ Related statutes: [RCW 28A.410.045](#), [RCW 28A.410.260](#), [RCW 28A.410.273](#)

⁷ [House Bill 5695](#)

⁸ Related statute: [RCW 28A.660.040](#), repealed 2017

⁹ Related statute: [RCW 28A.660.040](#), repealed 2017

¹⁰ Related statutes: [RCW 28A.410.210](#), [RCW 28A.660.020](#), and [RCW 28A.660.035](#)

alternative routes, states basic requirements for the programs, and delineates the four routes. In 2017, PESB adopted WAC language that defined the four routes consistent with what was previously written in the RCW.

Since then, minor adjustments have been made to the routes; however, the four routes largely resemble what was initially created in 2001. In 2019, [House Bill 1139](#) directed the PESB to prioritize alternative route program designs that cater to candidates with relevant industry experience in the subject they intend to teach. PESB retains oversight and authority over alternative routes.

Alternative Routes in 2024

Currently, WAC 181-80-020 defines four alternative routes, which are summarized below. Based on each individual's educational history and possible history in a school district, candidates may select one of four alternative routes. There are 23 alternative routes program providers in the state (programs may offer more than one route); there are 11 Route 1 programs, 14 Route 2 programs, 14 Route 3 programs, and 14 Route 4 programs. All teacher candidates in an alternative route program must obtain 540 hours in a classroom setting with a qualifying mentor.¹¹

1. **Route 1** is designed for currently employed district staff members seeking residency teacher certification. The route results in the candidate completing both their baccalaureate degree and requirements for residency certification, typically in two years or less.
2. **Route 2** is designed for currently employed district staff members with baccalaureate degrees seeking residency teacher certification. These candidates must complete a pre-residency intensive academy to obtain certification.
3. **Route 3** is designed for individuals with baccalaureate degrees who are not employed in the district at the time of application (typically defined as “career changers”). These candidates must complete a pre-residency intensive academy to obtain certification.
4. **Route 4** is designed for individuals with baccalaureate degrees, who are employed in the district at the time of application, or who hold limited certificates (WAC 181-79A-231), or hold initial, continuing, or limited career technical education certificates (WAC 181-77). Candidates must complete a pre-residency intensive academy. The candidate will be delegated primary responsibility for planning, conducting, and evaluating instructional activities in a designated classroom.

Community Colleges and Non-Higher Education Institutions

In 2010, the Legislature passed [Senate Bill 6696](#) to allow community colleges and non-higher education institutions to be eligible to propose a teacher preparation program to the Board. This statutory change led to the creation of Bachelor of Applied Science Teacher Education (BAS-TE) degree programs in community and

¹¹ Related statute: [WAC 181-78A-236](#)

technical colleges. Non-higher education institutions do not offer degrees, rather they only offer certificates to teacher candidates who have already earned bachelor's degrees or higher.

The first teacher preparation program offered by a community college received initial approval by PESB in January 2016. Since then, eight additional community colleges and three non-higher education institutions have been initially approved to offer teacher preparation programs, bringing the total to 12 institutions. Seven of these institutions offer alternate route teacher preparation programs in addition to traditional programs.

Certificate Only

In Washington, certificate-only teacher preparation provides an option for individuals seeking to enter the profession without completing a traditional degree program. These programs are designed for candidates with bachelor's or higher degrees in a different field who wish to transition into teaching. Candidates typically undergo a combination of coursework and supervised clinical practice, culminating in certification.

Data: Teacher Enrollee Data

Data provided below reflect enrollee counts from the 2021-22 school year to offer a snapshot of the teacher preparation landscape in the state. Trends over the past several years are not included due to the impacts of the COVID-19 pandemic and related effects. Additionally, certain data points were not provided due to student privacy concerns (noted below).¹²

Candidates: Enrollee Count

Teacher candidate enrollees by program type, 2021-22, statewide data:

The majority of teacher candidates enter the pathway through a traditional bachelor of arts program, with 58.9% of traditional enrolled candidates pursuing a BA, followed by approximately 30.2% of traditional enrolled candidates pursuing a graduate degree.

Traditional Enrollee Count ¹³			
Award Level: BA	Award Level: BAS-TE	Award Level: Cert Only	Award Level: Graduate
4598 enrollees	390 enrollees	~388 enrollees	~2360 enrollees
TOTAL: 7,806 ENROLLED CANDIDATES			

Teacher candidate enrollees by program type, 2021-22, statewide data:

¹² Additional questions related to data may be directed to PESB@k12.wa.us

¹³ ~ indicates count deviates slightly due to inconsistent data reporting among institutions and redacted data provided by institutions to protect student privacy

A significant majority of alternative routes enrollees pursue a graduate degree in conjunction with their certification. Fewer pursue a certificate only, and even fewer pursue a bachelor’s degree (with certification). Additionally, Route 2 (designed for currently employed district staff members with baccalaureate degrees), followed by Route 3 (designed for individuals with baccalaureate degrees not employed in the district - career changers) have the highest enrollment among the four routes.

Alternative Routes Enrollee Count		
Award Level: BA	Award Level: Cert Only	Award Level: Graduate
135+ enrollees	~384 enrollees	~566 enrollees
Alternative Routes Enrollee Count [disaggregated by route]		
Route 1	120 enrollees	
Route 2	403 enrollees	
Route 3	325 enrollees	
Route 4	258 enrollees	
TOTAL: 1,106 ENROLLED CANDIDATES		

Candidates: Race and Ethnicity

The following charts offer a snapshot of the race and ethnicity of Washington’s teacher candidates.

Teacher candidate enrollees by program award, race and ethnicity, 2021-22, statewide data:

In comparing the representation of people of color enrolled across award levels, there is generally similar representation of people of color between BA (32.7%), Certificate only (30.3%), and Graduate award level (32.9%) (not including “not reported” in count of people of color).

Race and Ethnicity Count by Award Level [all teacher candidates] ¹⁴			
Race/Ethnicity	Award Level: BA	Award Level: Cert Only	Award Level: Graduate
African American	98 enrollees	26 enrollees	88 enrollees

¹⁴ * indicate redacted data; totals cannot be calculated due to redacted data provided to protect student privacy

American Indian	51 enrollees	*	36 enrollees
Asian	141 enrollees	94 enrollees	180 enrollees
Hispanic	999 enrollees	69 enrollees	324 enrollees
Multi-Racial	298 enrollees	49 enrollees	173 enrollees
Native Hawaiian	*	*	*
Not Reported	140 enrollees	37 enrollees	136 enrollees
Other	94 enrollees	*	164 enrollees
Pacific Islander	*	*	*
White	3315 enrollees	509 enrollees	1824 enrollees
TOTAL	5136 ENROLLED CANDIDATES	784 ENROLLED CANDIDATES	2925 ENROLLED CANDIDATES

Teacher candidate enrollees by program type, alternative routes, race and ethnicity, 2021-22, statewide data:

Of the four routes, Route 1 (designed for currently employed district staff members without a baccalaureate degree) has a significantly greater proportion of people of color enrolled (61.6%) compared to the other routes (not including “not reported” in count of people of color); this is followed by Route 4 (44.2% people of color), Route 2 (40.2%), and Route 3 (28.6%).

Alternative Routes Race and Ethnicity Count [disaggregated by route]¹⁵				
Race/Ethnicity	Route 1	Route 2	Route 3	Route 4
African American	10 enrollees	33 enrollees	4 enrollees	14 enrollees
American Indian	*	2 enrollees	5 enrollees	3 enrollees
Asian	11 enrollees	57 enrollees	22 enrollees	17 enrollees
Hispanic	44 enrollees	43 enrollees	37 enrollees	57 enrollees
Multi-Racial	8 enrollees	24 enrollees	25 enrollees	21 enrollees
Not Reported	4 enrollees	39 enrollees	23 enrollees	15 enrollees
Other	*	1 enrollees	*	2 enrollees

¹⁵ * indicate redacted data

Pacific Islander/Hawaiian	1 enrollees	2 enrollees	*	*
White	42 enrollees	202 enrollees	209 enrollees	129 enrollees
TOTAL	120 ENROLLED CANDIDATES	403 ENROLLED CANDIDATES	325 ENROLLED CANDIDATES	258 ENROLLED CANDIDATES

Candidates: Age

Teacher enrollee count, age, 2021-22, statewide data:

The table below shares data on the age of enrollees at the beginning of each year. Program award level refers to the type of program (traditional, alternative route, and CTE) of enrollees and program type refers to the degree or certificate (bachelors, cert only, and graduate) the enrollees are pursuing.

- Alternative route enrollees are generally older than traditional pathway enrollees.
- Enrollees pursuing bachelor's degrees are generally younger than enrollees pursuing a certificate only or graduate degree.

Age Data by Program Type and Award Level						
		Age Range (min)	Age Range (max)	Age Mean	Age Median	Age Mode
Program Type	Traditional	17	71	26	23	21
	Alt. Route	19	66	36.2	35	26
	CTE	18	27	20	21	21
Program Award Level	Bachelors	17	68	25.2	22	21
	Cert Only	17	71	33.6	32	21
	Graduate	18	69	31.6	29	23

Data: Teacher Completer Data

Completers: Race and Ethnicity

Completer Count by Program Type, race and ethnicity, 2021-22, statewide data:

In 2021-22, a greater proportion of alternative routes completers were people of color compared to traditional program completers. 36.2% of alternative routes completers were people of color (not including “not reported” in count of people of color) whereas 28.9% of traditional completers were people of color.

Race and Ethnicity Count by Program Type		
Race/Ethnicity	Traditional	Alternative Routes
African American	49 completers	21 completers
American Indian	23 completers	4 completers
Asian	123 completers	49 completers
Hispanic	339 completers	67 completers
Multi-Racial	133 completers	28 completers
Not Reported	108 completers	40 completers
Other	121 completers	1 completer
Pacific Islander/Hawaiian	9 completers	0 completers
White	1845 completers	259 completers
TOTAL	2750 COMPLETERS	469 COMPLETERS

Grow Your Own (GYO)

Grow Your Own (GYO) programs seek to recruit, train, place, and retain alumni of teacher academies, local community members, and classified staff. In the state, GYO includes teacher academies, paraeducator pathways, and Recruiting Washington Teachers (RWT) and Bilingual Educator Initiative (BEI).

There are multiple pathways and entry points for paraeducators who wish to become certificated teachers. Paraeducators may begin as students taking evening classes at local community colleges, typically to obtain an Associate’s degree, eventually transferring to partner universities to obtain a bachelor’s degree and teacher certification (Route 1). Because some paraeducators have their bachelor’s degree, paraeducator



IN 2022-23, RWT AND BEI PROGRAMS SERVED 371 STUDENTS, ACROSS NINE SCHOOL DISTRICTS

pathways offer specific options for those individuals. For those who already hold a bachelor’s degree, they may be eligible to complete an Alternative Route to obtain certification (enroll in certification only or master’s programs to earn their credential (Route 2, 3, or 4).

Recruiting Washington Teachers (RWT) is a high school teacher academy designed to recruit and support students as they explore cultural identity and educational opportunities through the lens of the teaching profession. Created in 2007, RWT aims to “grow our own” group of future teachers who more closely reflect the diverse demographics of Washington’s students. The Bilingual Educator Initiative (BEI), established in 2017, builds off the RWT program to recruit, prepare, and mentor bilingual high school students to become future bilingual teachers and counselors.

While strategies vary - reflecting local context, expertise, and needs - all programs provide:

- 1.) An intensive academic year using the RWT curriculum to support students in observing, reflecting, and applying foundational knowledge to their own experiences in the classroom and community
- 2.) A supportive cohort experience
- 3.) Mentored, hands-on classroom field experiences
- 4.) Exposure to higher education options, including campus visits and workshops
- 5.) An articulation agreement with at least one higher education partner to transfer course credit
- 6.) BEI programs also incorporate the Seal of Biliteracy, a national award that recognizes students who have attained proficiency in two or more languages by high school graduation

Grow Your Own Candidates and Enrollees

2022-23 Student Participant Survey Findings

Following the 2022-23 school year, RWT/BEI sites submitted an end-of-year report with data from a voluntary online student survey sent out by PESB to site program coordinators. The online student survey asked 20 questions and received n=228¹⁶ respondents out of a reported 371¹⁷ students enrolled in an RWT/BEI-funded program that year. This survey, though not completed by all students, helps demonstrate the impact of these Grow Your Own sites. Key findings include the following:

63% OF STUDENT RESPONDENTS NOTED THAT PARTICIPATION IN RWT/BEI HELPED THEM "DO WELL IN SCHOOL"

67% INDICATED THAT THE PROGRAM HELPED THEM "FEEL MORE SUPPORTED IN SCHOOL"

In 2022-23, the majority of participating students were female-identifying (72.2%) with a fewer number of male-identifying students (24.3%) and students who marked gender x or nonbinary (2.4%). When asked "Why did you choose to participate in the teacher academy program?" 77.8% of survey respondents indicated that they "wanted to learn more about teaching" and 42.0% noted that they "want to be a teacher;" 27.3% noted that they were drawn to the program as it enabled them to "earn college credit" (respondents selected more than one

¹⁶ Total respondents include 53 surveys that were only partially completed.

¹⁷ Enrollment numbers were not reported by Manson, Walla Walla, and Highline school districts.



response). While participation in these teacher academies occurs prior to admission into a preparation program, these programs serve as an entry point to the pathway for high school students interested in the teaching profession and those who may not have previously considered the profession, especially for students of color, multilingual students, and English language learners.

2023-2024 Total Number of Students [fall 2023]

During the 2023-24 school year, there has been an increase in RWT/BEI enrollment as three new sites have been opened.

High School Sites		Students Served
Recruiting Washington Teachers (RWT)		
1. Bethel School District a. Bethel High School b. Spanaway High School 2. Burlington Edison School District a. Burlington Edison High School 3. Chief Leschi Schools* a. Chief Leschi High School 4. Eastmont School District* a. Eastmont High School 5. ESD 112* a. Ilwaco High School	6. Mount Vernon School District a. Mount Vernon High School 7. Renton School District a. Hazen High School b. Lindbergh High School c. Renton High School 8. Tacoma School District a. Lincoln High School b. Mount Tahoma High School * (new RWT site)	318 students
Bilingual Educator Initiative		
1. Everett-Marysville Consortium a. Cascade High School b. Everett High School c. H.M. Jackson High School d. Marysville High School 2. Highline School District a. Highline High School 3. Pasco School District a. Pasco High School b. Chiawana High School	4. Quincy High School District a. Quincy High School 5. Seattle Public Schools a. Chief Sealth International High School b. Franklin High School	192 students
510 TOTAL STUDENTS		

Residency

Washington State does not currently hold a definition for teacher residency programs. However, there are three programs that are approved as an alternative route program that are operating under the name of a “teacher residency.” Those programs are: (1) Western Washington University’s (WWU) Education for Inclusive Environments Teacher Residency Program, or EIE-TRP (“I-trip”), (2) the Washington Education Association (WEA) Teacher Residency, and (3) Seattle Teacher Residency. Although all three of these models are approved as an alternative route, each one reflects certain core features of a teacher residency program.

- WWU’s Education for Inclusive Environments Teacher Residency Program will begin Fall 2024 and support candidates seeking endorsements in P-12 Special Education and K-8 Elementary Education.
- WEA’s Teacher Residency has existed since 2023 and leads to a Washington state residency teacher certificate with a special education endorsement.
- The Seattle Teacher Residency program has served candidates since 2012 and provides a pathway in special education, elementary education, and English language learner (ELL.)

Apprenticeship

Teacher apprenticeships are a new model of teacher preparation that has risen in popularity over the last few years. Most notably, the State of Tennessee has launched a large-scale teacher apprenticeship model. While teacher apprenticeships lack research to understand their efficacy, they present a promising new model of sustainable and equitable teacher preparation when done thoughtfully.

In order for an organization to be approved as a teacher apprenticeship in Washington State the organization must have prior approval to operate as an educator preparation program by PESB. Washington State Labor and Industries (L&I) considers PESB approval as the ‘industry approval,’ and because L&I is solely responsible for approval of apprenticeship programs, PESB does not have, and does not need, a specialized approval and review system for teacher apprenticeships.

In addition to meeting PESB approval standards, the organization must meet the increased apprenticeship standards required by the Washington State Apprenticeship and Training Council (WSATC). Those standards include the following;

- 1.) 2,000 hours of on-the-job training
- 2.) Minimum of 144 hours of supplemental instruction per year. This may include online classes, classroom instruction, courses at a community or technical college, university, or other modalities approved by the Washington Department of Labor and Industries
- 3.) Wage progression: all apprentices begin at a starting wage, and as they gain experience, their wages are increased accordingly



- 4.) An outline of the skills and occupation: Program standards define the specific work skills required to complete the program and the approximate number of hours it takes to learn each skill

Teacher Preparation Pathways & Features

Features	Traditional	Alt. Route 1 (typically working in schools)	Alt. Route 2 (college grad, non-teacher, working in schools)	Alt. Route 3 (college grad, non-teacher, not working in schools)	Alt. Route 4 (college grad who holds limited cert.)
Education Obtained Prior to Pathway	DTA (direct transfer AA) OR 90-quarter credits	DTA, AAS-T, OR 90-quarter credits	Bachelors or higher	Bachelors or higher	Bachelors or higher
Education Earned During Pathway	Bachelors degree	Bachelors degree	College Credit + possible Masters degree	College Credit + possible Masters degree	College Credit + possible Masters degree
Training Required	Prep program + mentored internship	Prep program + mentored internship	Prep program + mentored internship	Prep program + mentored internship	Prep program + mentored internship
Average Duration	4-year degree, 2-years in prep program	4-year degree, 2-years in prep program	1-2 yrs	1-2 yrs	1-2 yrs
Cost Incurred of Paid to Individual	Tuition	Tuition	Tuition	Tuition	Tuition
Program Outcome	Bachelors degree + residency cert.	Bachelors degree + residency cert.	Residency cert. + possible Masters degree	Residency cert. + possible Masters degree	Residency cert. + possible Masters degree
Regulatory Authority	PESB + prep program	PESB + prep program	PESB + prep program	PESB + prep program	PESB + prep program

Teacher Preparation Pathways & Features (pt. 2)

Features	Cert. Only	Apprenticeship *	Master's Degree + Cert. **	GYO (RWT + BEI)
Education Obtained Prior to Pathway	Bachelors or higher	Bachelors or higher	Bachelors or higher	For current high school students
Education Earned During Pathway	College Credit	Coursework approved by L&I	Masters degree	College credit + WA State Seal of Biliteracy (BEI)
Training Required	Prep program + mentored internship	On the Job Training (WSATC)	Prep program + mentored internship	NA
Average Duration	1-2 yrs	18 months	1-2 yrs	1-2 years
Cost Incurred of Paid to Individual	Tuition	Paid work-based learning	Tuition	NA
Program Outcome	Residency cert.	Residency cert.	Masters degree + residency cert.	Completion of teacher academy
Regulatory Authority	PESB + prep program	PESB + L&I WSATC + prep program + mentored internship	PESB + prep program	PESB + approved RWT/BEI site

* sometimes categorized as Alt. Route 2

** can be categorized as Alt. Route 2, 3, or 4

Funding for Candidates

FEDERAL FUNDING		
NAME	FUNDING AMOUNT	DETAILS/REQUIREMENTS
PELL GRANT	Up to \$7,395 per academic year. Funding is awarded on a sliding scale based on family income.	The Free Application for Federal Student Aid (FAFSA) is the application for students to receive federal financial aid, such as the Pell Grant. To be eligible for the Pell Grant, a student must be enrolled in an accredited undergraduate program. Award amounts depend on family income and size.
FSEOG	\$100 - \$4,000 per academic year.	The Federal Supplemental Educational Opportunity Grant is an additional grant that IHEs award to their lowest income students in addition to the Pell Grant. Discretion is left to the IHE's to award students based on financial need.
TEACH GRANT	\$4,000 per academic year	<p>The Teacher Education Assistance for College and Higher Education Grant is a program that gives additional funds to aspiring teachers who commit to a service obligation. The service obligation includes;</p> <ol style="list-style-type: none"> 1.) Teaching for four school years in a school or LEA that serves low income students; 2.) Teaching in a high need field, and; 3.) Completion of the service obligation within eight years upon graduation. <p>Students who receive the TEACH Grant and do not fulfill their service obligation will have their grants converted to loans and are expected to repay the amount awarded with interest.</p>
WORK STUDY	At least the federal minimum wage. Wages for work study depend on the field and qualifications required.	<p>Federal Work Study is a financial aid program for low income students that allows them to gain real-world work experience in their aligned field. It is available for both undergraduate and graduate students.</p> <p>Funding depends on the individual student's level of need, when they apply, and the total amount awarded to their IHE.</p> <p>Work Study only applies to employers who are non-profits or public agencies (LEAs included.)</p>

STATE FUNDING		
NAME	FUNDING AMOUNT	DETAILS/REQUIREMENTS
WA GRANT	Up to total tuition and fees	<p>The WA Grant is a ‘first dollar’ state financial aid program that pays up to the total tuition and fees at Washington public IHE’s. First dollar means that the program will pay the student’s tuition and fees before other aid is applied, making this program ‘stack-able’ with other aid programs such as the Pell Grant.</p> <p>Awards are based on median family income and are awarded on a sliding scale.</p> <p>To be eligible, a student must submit a FAFSA.</p>
WASFA	Total tuition and fees	<p>The Washington Application for State Financial Aid is the application for WA residents who want to receive the WA Grant but are ineligible to file a FAFSA due to their immigration status.</p> <p>All stipulations of the WA Grant apply to the WASFA.</p>
PIPELINE FOR PARAEDUCATORS CONDITIONAL SCHOLARSHIP	<p>\$4,000 per academic year</p> <p>Funding available for up to four academic years</p>	<p>To be eligible for this program, a student must:</p> <ol style="list-style-type: none"> 1.) Not have earned a college degree 2.) Provide documentation from the school district attesting to their employment as a paraeducator or two years of enrollment in Recruiting Washington Teachers 3.) Intend to pursue an initial teacher certificate in a shortage area, facilitated by an approved EPP 4.) Be accepted and enrolled for no more than the equivalent of four full-time academic years 5.) File either a FAFSA or WASFA <p>The service obligation for this award includes:</p> <ol style="list-style-type: none"> 1.) Earn an Associates of Arts within four academic years 2.) Pursue an initial teacher certificate in a shortage area 3.) Teach in a WA common school <p>For the conditional scholarship to be forgiven, a candidate must teach in an approved educational</p>



		<p>program for two years per one year of funding the candidate received OR teach in a shortage area for one year per one year of funding the candidate received.</p>
<p>TEACHER SHORTAGE CONDITIONAL SCHOLARSHIP</p>	<p>\$8,000 per academic year</p> <p>Funding available for up to four academic years</p> <p>Undergraduate or graduate</p>	<p>To be eligible for this program, a student must:</p> <ol style="list-style-type: none"> 1.) Be enrolled in a PESB-approved teacher preparation program 2.) Intend to pursue an endorsement in a shortage area; 3.) File a FAFSA or WASFA; 4.) Have unmet financial need <p>For this conditional scholarship to be forgiven, the student must:</p> <ol style="list-style-type: none"> 1.) Serve as a certificated employee in an approved education program for two full-time school years for each year of conditional scholarship received, OR; 2.) Serve as a certificated employee in a shortage area in an approved education program for one full-time school year for each year of conditional scholarship received. <p>Candidates who do not fulfill their service obligation will have their aid converted to a loan and are required to pay it back with interest.</p>
<p>ALTERNATIVE ROUTES CONDITIONAL SCHOLARSHIP</p>	<p>\$8,000 per academic year</p> <p>Funding available for up to two academic years</p>	<p>To be eligible for this award, a student must be enrolled in a PESB-approved alternative route program.</p> <p>For the conditional scholarship to be forgiven, a student must:</p> <ol style="list-style-type: none"> 1.) Serve as a certificated employee in an approved education program for two full-time school years for each year of conditional scholarship received, OR; 2.) Serve as a certificated employee in a shortage area in an approved education program for one full-time school year for each year of conditional scholarship received. <p>Candidates who do not fulfill their service obligation will have their aid converted to a loan and are required to pay it back with interest.</p>
<p>STUDENT TEACHING GRANT</p>	<p>\$8,000 one-time funding</p>	<p>Minimum Qualifications</p> <ol style="list-style-type: none"> 1.) Enrolled in a PESB-approved teacher preparation program leading to full residency teacher certification.

		<ul style="list-style-type: none"> 2.) Be student teaching at a Title I public common school. 3.) Demonstrate financial need through the FAFSA or WASFA, meeting the following criteria: <ul style="list-style-type: none"> a) Family income at or below the amounts specified on the current Washington College Grant Eligibility Chart. b) Have unmet financial need after considering other state and federal grant aid received. c) Not owe a repayment to any state grant or scholarship, nor be in default on a state student loan.
<p>WORK STUDY</p>	<p>\$2,000 - \$5,000 per academic year</p>	<p>State Work Study is a financial aid program for low-income students, modeled off of the federal Work Study program.</p> <p>To be eligible, a student must;</p> <ul style="list-style-type: none"> 1.) Be a WA resident; 2.) Complete the FAFSA or WASFA; 3.) Enroll at least half-time in a participating IHE; 4.) Be eligible to legally work in the United States; 5.) Not be pursuing a degree in theology; AND 6.) Not be in default or owe a refund or repayment to another financial aid program

PART II: TEACHER RESIDENCIES: LITERATURE AND BEST PRACTICES

Residency

Teacher residencies incorporate the core elements of teacher preparation, but spring from a foundation of deep, collaborative partnerships between EPPs and school districts. These partnerships are intended to bring together two spaces that have historically been separate arenas - the higher education (EPP) context and the school district - in order to redefine the roles of mentor teachers and faculty in a way that enhances the learning of prospective teachers.

[Pathways Alliance Towards a National Definition of Teacher Residencies.pdf](#)

Summary: A teacher residency program is a model of teacher preparation that includes a partnership between a local education agency (LEA) and an approved educator preparation provider (EPP). Teacher residency programs require a comprehensive partnership between the teacher preparation program (TPP) and a (or multiple) LEAs to design and implement the program.

Teacher residencies provide enrolled students (known as “residents”) with the opportunity to gain real-world experience in the classroom (clinical experience) with the mentoring and support of an expert mentor teacher, and undergraduate or graduate-level instruction designed to give residents a balance of foundational knowledge and practice. A key component of teacher residencies is a stipend, grant, or other means of financial support for the resident during their year-long clinical experience.

Teacher residency programs can take on several different forms. In some places, teacher residency programs are utilized as a mechanism for addressing teacher shortages, where the intent of the program is to place residents in an LEA that will have an open position at the end of the student’s residency. Others utilize residency programs for the sole purpose of lowering financial barriers for students and as a mechanism for improving the quality of the student’s preparatory experience, resulting in higher teacher quality. Across the nation, there are examples of both sides of the spectrum. Nationally, **some residency programs model problematic ‘fast-track’ programs**, while others are not workforce-based and solely focus on the student’s preparatory experience. However, quality residency programs aim to find a balance between the two and develop models that lower financial barriers, improve quality, and are career-connected.

Components: The research literature highlights eight to ten features that are central to a strong teacher residency program. These features include deep partnerships between the LEA and EPP, tightly integrated coursework and clinical experiences, intentional aspects in the design of the resident experience, high-quality mentor teachers who co-teach with residents, and financial investments for residents, EPPs, and LEAs. What follows is a more detailed description of each of these components.

Deep Partnerships

A partnership between an EPP and an LEA is a key component of all teacher residencies. Typically, partnerships are exclusive to EPPs and LEAs; however, other partners - such as teachers' unions and community organizations - are frequently included. While the structure of partnerships varies from program to program, close collaboration is always an essential feature. The EPP and the LEA co-design the details of the program, including curricular aspects, resident and mentor teacher recruitment and expectations, stakeholder roles and responsibilities, and other vital decisions about how residents will be prepared and how the program will run. This helps to close the gap between educator preparation and the needs/context of the school district.

Integrated Coursework & Clinical Experience

All teacher residency programs tightly integrate pre-service curriculum with clinical practice. Prior to starting the clinical practice, residents learn foundational knowledge related to classroom management, content-specific knowledge, teaching pedagogies, social-emotional learning, diversity, equity, and inclusion practices, and other content aimed at preparing the residents for their first year of clinical practice. Residency programs that result in a graduate degree where the candidate has already completed an approved undergraduate teacher preparation program may skip the initial pre-service curriculum and begin clinical practice immediately. The pre-service curriculum is designed to give the resident the content, pedagogical, and theoretical knowledge needed to be successful in the classroom environment and gives the resident time to think and reflect upon how to utilize these theories in the clinical setting.

The academic experience does not end when a resident begins their clinical experience. Rather, the TPP and LEA work together to design curriculum that supports the resident in their clinical practice. Typically, a resident will spend at least one day per week in an academic setting during their clinical practice. This is a collaborative experience between the candidate, the EPP, and the LEA designed to give the resident additional content knowledge and pedagogical skills aimed at meeting students' needs and addressing the candidate's performance in the clinical setting.

Intentional Design of the Resident Experience

The resident experience starts with recruitment, candidate selection, and placement. The TPP and LEA collaborate to design their program, recruit, and ultimately select residents based on the LEA's workforce needs and the TPP's capacity and expertise.

All residency programs utilize a cohort model of learning. Typically, cohorts are not less than 15 candidates. Cohorts should begin during the pre-service curriculum portion of the residency program and follow through to the candidate's clinical experience. In an ideal residency program, cohorts of residents should be placed in the same LEA so that they can work together and form strong bonds and support systems. However, due to the hiring needs of districts, placement of candidates sometimes requires splitting cohorts of candidates amongst several schools within an LEA. When this occurs, the LEA and TPP work together to create formal opportunities for connection and support among residents.

Once the pre-service curriculum has been completed, residents are placed in an LEA for a period of time, typically one full school year. Critically, residents are not teachers of record. All residents are paired with an expert mentor teacher, who is ultimately responsible for student learning achievement. Residents learn from the mentor teacher and aligned coursework, and work with the mentor teacher to gradually increase the resident's duties and responsibilities.

The schedule of a resident is typically aligned with the normal work schedule of a full-time teacher and school district calendar, not the TPP school calendar. During the clinical experience, the resident typically spends four to five full days in the classroom with their mentor teacher, in addition to completing academic coursework facilitated by the TPP. In some residency programs, school districts utilize residents to fill gaps in the LEAs paraeducator and substitute workforce. Residents may opt to work with the LEA to fill these gaps. However, working as a paraeducator or substitute teacher cannot be used to replace clinical hours and should not interfere with the resident's academic responsibilities. A resident should not work as a paraeducator or substitute teacher for more than 8 hours per week. During gaps in the EPP school calendar where the candidate is not engaging in academic coursework, the resident may be allowed to work additional hours as a paraeducator or substitute.

Expert Mentor Teachers Who Co-Teach with Residents

In a residency model, all residents are assigned a mentor teacher for their year-long clinical placement, and the traditional lines between teacher educators in the higher education (EPP) setting and the mentor teachers in the field are blurred as both entities come together to inform the work the other is doing in the collaborative preparation of the resident.

Mentor teachers play a vital role in teacher residency programs as they work to support residents during their clinical experience. The EPP and LEA collaboratively develop criteria and role expectations for mentors, who are selected from experienced P-12 teachers with demonstrated ability to model their instructional practices and collaborate closely with residents. Mentors are expected to co-plan and co-teach with residents, as well as observe, coach, and assess them throughout the duration of their clinical experience. Co-planning and co-teaching are particularly unique and important features of the residency model: Mentor teachers co-plan and co-teach with residents to provide them with a supportive structure within which they can implement, study, and reflect on their ever-growing knowledge of content and pedagogy. Over the course of the year, the resident experiences a variety of co-teaching strategies while assuming more and more teaching responsibilities. Maintaining the supportive structure of co-teaching across identified parts of the day allows the **co-teaching partnership to accelerate student learning** while the residents receive a full year of mentorship under the wing of their expert mentor.

In addition to their instructional roles, mentors are involved in assessing residents' progress and communicating regularly with program faculty to provide feedback about the resident's development. As a part of the residency program, mentor teachers are compensated for their dual responsibilities as classroom teachers and clinical educators. They are also given opportunities to engage in ongoing professional learning and leadership experiences to enhance their instructional coaching and mentoring skills. This comprehensive framework ensures that mentor teachers are well-prepared to support residents' learning.

Financial Investments

Funding for teacher residency programs varies from state to state, and within states, funding for programs often varies from program to program. Generally speaking, residency programs across the country use one, or a combination of the following funding strategies: state-funded grants that pass through a state agency, excess funds from districts that are unable to fill paraeducator or substitute teacher positions, state student financial aid, federal student financial aid, and the federal TEACH grant.

Regardless of how a state funds a teacher residency, the following investment areas are always present.

1. **Planning and implementation periods:** All residency programs need time to establish a structure, goals, and curriculum. Strong residency models provide EPPs and LEAs with funding for a 'planning period' that lasts between one and two years.
2. **Mentor stipends:** Under a residency model, mentor teachers take on significant responsibility for their resident's learning. As such, mentor teachers are typically provided a stipend, above and beyond the customary amount, to compensate for their increased workload.
3. **Funding for the residents themselves:** The approach for candidate funding varies and can include state/federal resources, private grant funding, or funding from an LEA. Funding residency experiences removes a significant barrier for many teacher candidates who cannot consider an unpaid student teaching semester/year. Such funding creates a bridge that allows future teachers to complete high-quality clinical experiences and enter the workforce.
4. **Principal Stipends:** Principals play a vital role in building a teacher residency program with quality mentor teachers and a school culture that is welcoming and inclusive for residents.

PART III: ADOPTING DEFINITIONS

Initial Proposal: Washington State Teacher Residencies

As discussed previously, approaches to teacher residencies can and should vary depending on the state's workforce needs. Additionally, teacher residency models can vary in quality. A definition of teacher residency in Washington state should strike a **balance between the state's workforce needs** and ensuring that all residents receive a **rigorous preparatory experience** that results in a **highly qualified and effective teacher workforce**. At a minimum, a teacher residency program must include:

Proposed Features

1. A formal partnership between an LEA and an EPP that includes co-designing coursework that is tightly integrated with the resident's classroom context;
2. Substantial funding for residents;
3. A resident must be assigned an expert mentor teacher;
4. A stipend for the mentor teacher;
5. Mentor teachers co-teach with the resident throughout the duration of the clinical experience;

6. A minimum of 900 hours of clinical experience for the resident over one academic year;
7. The resident may not be assigned as the teacher of record;
8. Residents are placed in teaching schools (EPP) in an appropriately sized cohort(s)

Initial Proposal: Licensure Classification

The existing pathways for teacher preparation present a convoluted landscape for candidates to navigate, needlessly complicating their entry into the profession. Presently, prospective teachers are confronted with various options: the traditional route at an Institution of Higher Education (IHE), alternative routes 1 through 4, pursuit of a master's degree coupled with certification, standalone certification programs, or participation in a teacher residency.

While each pathway serves a distinct purpose within the overarching system, the current structure engenders unnecessary confusion. Consequently, it is advisable to streamline the pathways as follows:

1. Bachelor's degree with certification
2. Master's degree with certification
3. Stand-alone certification program

This revised model ensures clarity for prospective educators, enabling them to readily discern the appropriate program for entry into the workforce. Furthermore, Teacher Preparation Programs (TPPs) can continue to offer preparation models aligned with alternative routes, albeit under a simplified naming convention.

PART V: POLICY RECOMMENDATIONS

The policy recommendations provided lay a foundation for system-level transformation in teacher preparation.

Residency Recommendations

1.) Adoption of the above definition of teacher residency

Washington state currently has three 'teacher residency' programs that are approved as an alternative route. Additionally, there is significant interest by traditional teacher preparation programs in transitioning to a residency model, as defined and described above. To uphold clarity for prospective educators and maintain program quality, it is imperative to promptly establish a definitive definition of *teacher residency*.

2.) Adoption of a 'residency addendum' by the PESB

A residency addendum constitutes an application designed to facilitate the transition of traditional and alternative route preparation programs towards a residency model. Such a mechanism enables the Professional Educator Standards Board (PESB) to monitor residency programs effectively and ensure adherence to established standards during the transition process.

3.) Robust funding for teacher residency programs

Statewide residency programs necessitate partnerships between local education agencies (LEA) and educator preparation programs (EPP), both of which require adequate funding to sustain a residency model. Funding should come in the form of two grants, as listed below:

- a. An implementation grant, which will allow EPPs to engage in a comprehensive two-year planning phase with the collaborating LEA, establish memorandums of understanding, recruit and employ field supervisors and other pertinent faculty members, collaborate in the development of coursework with the partnering LEA, and craft and execute resident recruitment strategies.
- b. A sustainability and expansion grant, which will ensure that existing teacher residency programs have sustainable funding over time to maintain and expand programs, as needed.

4.) PESB rename the existing residency certification

Currently, the term “residency” is used in the teacher preparation space in ways that do not refer to teacher residencies as described in this report. A residency teacher program (which PESB currently approves) and a teacher residency program are distinctively different. As noted previously, most first-time and out-of-state applicants pursue a “residency certificate” to obtain their teaching licenses. The term “residency” is also used to refer to certain principal, program administrator, and ESA certificates.

As teacher residency programs are added to the teacher preparation toolbox, the phrase “resident teacher certificate” may become confusing. To address this future problem, the term “resident teacher” and “residency,” as used currently, could be changed to “initial teacher,” or a similar term(s) in reference to the certificate(s) detailed above.

5.) Align Existing State Grant Programs

Washington State has a number of grant programs that are designed to fund teacher candidates preparatory experience such as the Alternative Route Block Grant (funds EPPs), the Alternative Route Conditional Scholarship (funds candidates), and the Pipeline for Paraeducators Conditional Scholarship. With minor statutory changes, these existing grants can be utilized to support candidates who are enrolled in teacher residency programs.

- a. Statutory change to allow the Alternative Route Block Grant to be awarded to EPPs that are operating a teacher residency program;
- b. Statutory change that allows the Alternative Route Scholarship to be awarded to students that are enrolled in a teacher residency program;

6.) Rename and rebrand existing pathways and credentials

As outlined previously in this report, the naming conventions for pathways into the profession and for teacher credentials are confusing. As such, it is recommended that the state:

- a. Rename the residency teacher, residency principal, residency program administrator, and residency educator support associate certificates.

- b. Rename pathways into the profession to Bachelor's degree with certification, Master's degree with certification, stand-alone certification program.

Apprenticeship Recommendations

In other states, teacher apprenticeships have fewer hours required for on-the-job training (1,200). However, in Washington, the standard for on-the-job training is 2,000 hours. Teacher apprenticeships fill an important gap in educator preparation by tailoring the preparatory experience to the unique needs of a district's workforce.

Currently, the Washington Education Association (WEA) represents the vast majority of teachers in Washington State. Because of this, the WEA has the 'market share,' giving them the sole right to operate teacher apprenticeships in the state. As such, it is advised that no formal policy actions need to be taken by the legislature in regards to teacher apprenticeship programs.

CONCLUSION

PESB intends this report to offer a foundation for improving and expanding pathways to the teaching profession by establishing and sustaining high-quality teacher preparation in the form of teacher residencies. The Board believes that teacher residencies are a key component to growing and diversifying the teacher workforce in Washington and wishes to work closely with the broader education ecosystem to make such progress possible.

This report reflects feedback from the Office of the Superintendent of Public Instruction (OSPI), the Washington Education Association (WEA), the Governor's office, and the Department of Labor and Industries (L&I). PESB thanks these partners for their thoughtful contributions to this project.

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