



Professional Educator Standards Board

Status of Charges per ESHB 2261

Legislative Charge - Basic Ed / ESHB 2261

- Knowledge, Skill and Performance Standards – Calibrated At All Levels (w/ cultural competency)
- Definition of “master teacher”
- New Assessments -
 - “Uniform, statewide, valid and reliable classroom-based means of evaluating teacher effectiveness as culminating measure at preservice level”
 - Report on New External and Uniform Pro Cert Assessment
- Length of residency cert / when teacher must pass ProTeach

Movement to evidence-based

Old standards:

Topics that may imply, but do not describe, desired behaviors or outcomes

--"*Inquiry and research*"

--"*Classroom management*"

--"*Professional ethics*"

Performance-based:

Descriptions of desired ***teacher behavior***

--"*Aligns goals, instruction, & outcomes*"

--"*Manages classroom effectively*"

--"*Uses multiple instructional strategies*"

Evidence-based:

Descriptions of ***student learning behaviors*** that result from good teaching

--"*Students are cognitively engaged*"

--"*Students explain their understanding*"

--"*Students monitor their progress*"

Cultural Competency – Leg Charge

- Identify model standards for cultural competency; make recommendations to of the legislature on the strengths and weaknesses of those standards
- Incorporate standards for cultural competency along the entire continuum of teacher preparation for each level of certification.

Cultural Competency - Status

The Cultural Competency Work Group has completed the following:

- Survey of state and National models and standards;
- Comprehensive review of research and literature related to standards for Cultural Competence;
- Model standards identified;
- Identified main components of Cultural Competence as they relate to the continuum of teacher preparation.

Cultural Competency - Work Group

Idalia M. Apodaca, Teacher, WEA representative

Karen Johnson, Principal , AWSP representative

John-Paul Chaisson-Cardenas, Director, Equity and Civil Rights , OSPI

Susanne Beauchaine, Program Supervisor, Equity and Civil Rights ,
OSPI

Erin Jones, Assistant Superintendent for Student Improvement, OSPI

Cherry Banks, Professor, WACTE representative, UW Bothell

Mindy Meyers, Center for Strengthening the Teaching Profession

Jim Smith, Adjunct Professor, City University

Heidi Schillinger, Director, ReachOut for New Futures

Mea Moore, Coordinator, Educator Programs and Standards, PESB

Achievement Gap Oversight Rep - Adie Simmons, Gov Ombuds office

Master Teacher – Leg Charge

- Comparable to National Board Certification
- National Board Certification Will = Master Teacher
- Presumed Voluntary – limited #s achieve
- Ties to compensation work group – “concurrent implementation schedule”

Master Teacher – Status

- Center for Strengthening the Teaching Profession – Work Group of Teacher Leaders
- Master = Teacher LEADERS – positive impact on students not enough
- Drafted Master Teacher Standards
- Other state efforts – NONE similar

Master Teacher – Challenges

- Who decides?
 - Peers?
 - Administrators?
- How decide?
 - Presumed need to ensure objective, valid, reliable process – big cost implications
- Measure?
 - Portfolio? Peer Evaluation? Assessment? Defend to Panel? – even bigger cost implications

Master Teacher – Challenges

- Subject Specific? (Master _____ Teacher)
- For Whom?
 - Individual recognition / attainment (like NtlBrd)
 - Fund distribution of Master Teacher positions (district allotment)
 - Both?
- Lifetime? Renewal (like Ntl Brd)?

Preservice Assessment - Background

- All 22 Higher Ed preparation programs use the same assessment of instructional methodology
- Not valid or reliable enough to use for:
 - Requirement for preservice teachers
 - Accountability measure for PESB in evaluating programs
- *“Uniform, statewide, valid and reliable classroom-based means of evaluating teacher effectiveness as culminating measure at preservice level”*

Preservice Assessment - Status

- Washington State invited to participate in 8 state pilot of nationally-available preservice assessment, based on California's PACT Assessment
 - Council of Chief State School Officers, American Association of Colleges of Education, Stanford University
 - Private / Corporate Funding
- Advantages = quality, resources, reciprocity

Preservice Assessment - Challenges

- Washington and two other states ahead of pilot timeline
- 2261 requires PROPOSAL – including rubrics, cost, administration
- Evidence-based assessments of this type expensive – roughly \$500 / candidate
 - State investment?
 - Institutions recover cost in candidate tuition?

Professional Certificate Assessment - Background

- Previous model – problematic, inconsistent, costly, questionable benefit
- PESB / Legislature recommend – enacted in 2008 – “uniform and external assessment “ for the professional certificate
- 2009 / 2261 – as culminating measure; removed higher education program requirement

ProTeach Portfolio

- Available January 2010
- Currently piloting
- Option of program or portfolio until Sept. 2011
- 3 entries – evidence of student & teacher work
- Transparent, online, flexible, 14 month window to submit – create portfolio over time
- Variety of support providers – training available



ProTeach Portfolio

- PESB Awarded Gates Foundation Grant
 - Research to be conducted by Ctr for Reinventing Public Ed at UW
 - Does Pro Teach identify more effective teachers?
 - Reweight exam to better capture variance?
- Results - 2012





PESB Policy Decisions:

- Legislature removed program requirement
 - Deregulate + consumer information re: assessment-related support providers
- Relationship to the continuum
 - After “2 years successful experience” – PESB define
 - Length of residency certificate
- Appeals? Exemption? Exceptions?

ProTeach / Pro Cert - Challenges

- Compensation / Recognition
 - Washington has provided compensation for second tier certification since 1987 (BA+45 or MA+0)
 - ProTeach may yield NO credits and minimal clock hours
 - Overall cost to candidates lower compared to higher ed programs - but assessment cost = \$495
 - State has established significant incentives and recognition for National Board
 - Unintended consequences – growing belief that teachers going for National Board not ready / not of same caliber as earlier candidates

Length of Residency Cert

- At what point should teachers engage in the Professional Certificate process?
 - Previously – too drawn out / up to TWELVE years
 - Appropriate post induction – years 3-5
- At what point, if not successful on ProTeach will we withdraw licensure?
 - Conditions for renewal? Reinstatement?
 - Lapses in employment – technology and policy to fairly consider

Length of Residency Cert - Challenges

- Washington one of few states without electronic certification system
 - Currently have no way to contact certified educators / they have to contact us
 - Difficult to alert to changes / status of license
 - Every teacher should be able to log on and view status of their license