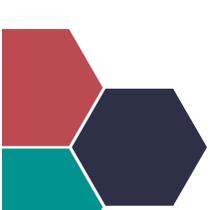


TEACHER ASSIGNMENT BENCHMARKS FOR DISTRICTS: MATCHING OF ENDORSEMENTS AND COURSES

*Report to the Legislature from the Professional Educator
Standards Board (PESB)*

November 2021





TEACHER ASSIGNMENT BENCHMARKS FOR DISTRICTS: MATCHING OF ENDORSEMENTS AND COURSES

Report to the Legislature

Teacher assignment determines which courses an educator can teach based on which endorsements they have. In Washington, the Professional Educator Standards Board (PESB) uses assignment policy to ensure every student learns from appropriately credentialed educators.

Beginning in 2014, the Legislature requires PESB to publish an [annual report](#) on:

- Teacher assignment policy
- A table of teacher endorsements matched with courses
- Percentage of students being taught by out-of-endorsement teachers by district
- Target benchmarks for districts for percentage of students taught by out-of-endorsement teachers, and a list of districts not meeting the benchmarks

Assignment policy

PESB oversees assignment policy by matching teacher endorsements to courses. Every year, PESB updates an online, [interactive tool](#) to show these matches, using course names and codes provided by [CEDARS](#).

PESB also sets assignment policy for other educator roles, such as [Educational Staff Associates \(ESAs\)](#), who must hold a certificate specific to their role. For example, school counselors must have a school counselor ESA certificate, not a school social worker ESA certificate. In addition, some content areas and programs, such as Special Education and Career and Technical Education (CTE), have specific [assignment and certification requirements](#) in addition to the endorsement and course matches.

When a teacher is assigned to a course that does not match their endorsement, PESB considers them to be “out-of-endorsement.”

PESB assignment policy is in [WAC 181-82](#).

Teaching out-of-endorsement

PESB’s assignment policy indicates that educators may teach outside their endorsement area if certain conditions are met.

If a district assigns a teacher to a course outside of their endorsement area, the district must first:

- Get approval from their local school board.
- Work with the teacher to develop a written plan outlining teacher support, including a reasonable amount of planning and study time for the out-of-endorsement assignment.

Teachers cannot be subject to nonrenewal or probation based on an evaluation of their teaching effectiveness in the out-of-endorsement assignments.

Teachers with a residency, professional, emergency, endorsed initial, or an endorsed continuing certificate may teach out-of-endorsement under this policy ([WAC 181-82-110](#)).

Adding an endorsement in shortage areas

Fully certified and experienced teachers are a critical component to student success, however, persistent workforce shortages can prevent some students from accessing the qualified educators they deserve. When districts are faced with these gaps, they may experience long-term vacancies or hire underqualified educators - options which often disproportionately impact students of Color and students affected by poverty¹.

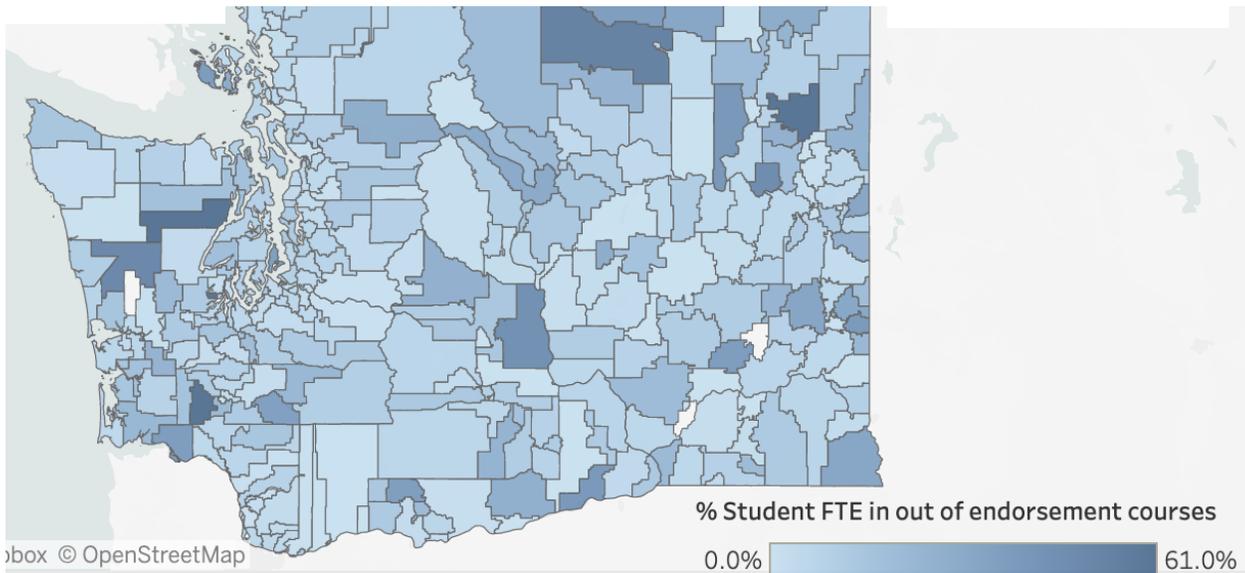
One way to alleviate content area shortages is by providing opportunities for current educators to pursue additional endorsements on their certificates. Washington offers financial support, such as the [educator retooling scholarship](#), to teachers who are seeking an endorsement in a shortage area. [Visit PESB's website](#) to learn more about shortage areas and for additional information on scholarships and grant programs for pre-service educators.

A student-centered approach to reporting

The data in this report is presented through a student-centered lens, highlighting the most recent percentages of students being taught by out-of-endorsement teachers, the target benchmarks for out-of-endorsement teachers, and a list of districts not meeting the benchmarks.

¹ Cardichon, J., Darling-Hammond, L., Yang, M., Scott, C., Shields, P. M., & Burns, D. (2020). Inequitable Opportunity to Learn: Student access to certified and experienced teachers. Learning Policy Institute. <https://learningpolicyinstitute.org/product/crdc-teacher-access-report>

Figure 1: Percent of student FTE in courses where the teacher does not have a matching endorsement by the school district. [Interactive online map.](#)



Setting district benchmarks

PESB sets target benchmarks for districts for the percentage of students being taught by out-of-endorsement teachers, and annually reports the list of districts not meeting these benchmarks.

The benchmarks set by PESB are scaled by district size to facilitate understanding of:

- How district size may impact out-of-endorsement assignment
- The status of a specific district in relation to other districts of the same size across the state

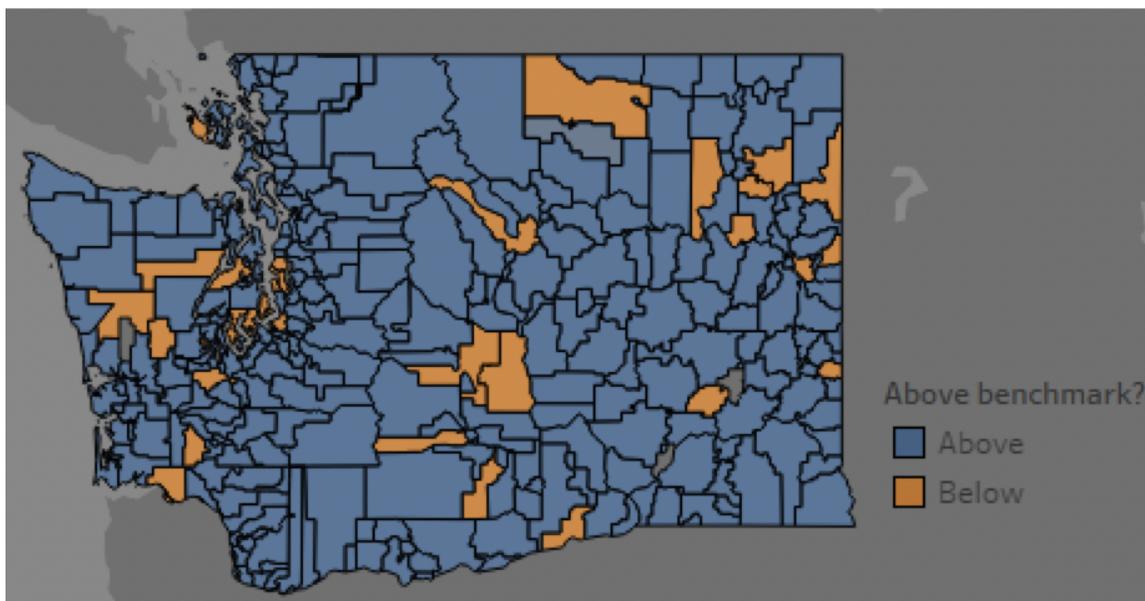
Benchmark

To meet the benchmark, districts must be above the tenth percentile for their district size in terms of percent of student FTE in courses taught by in-endorsement teachers.

Figure 2: Assignment benchmarks scaled for district size.

School district size by number of students	School districts of this size must have greater than _____% of student FTE in courses taught by in-endorsement teachers to meet the benchmark.
Large Greater than or equal to 15,000 students 23 districts	91.37%
Medium-to-large 8,000 to 14,999 students 18 districts	91.64%
Medium 3,000 to 7,999 students 51 districts	86.41%
Small-to-medium 1,000 to 2,999 students 56 districts	78.85%
Small Less than or equal to 999 students 176 districts	62.95%

Figure 3: Districts meeting assignment benchmarks.



In this [interactive map](#), districts meeting the benchmark are in blue, and districts not meeting the benchmark are in orange.

Large school districts not meeting the assignment benchmark:

- Federal Way School District
- Seattle Public Schools
- Spokane Public Schools

Medium to large school districts not meeting the assignment benchmark:

- Central Kitsap School District
- Peninsula School District

Medium school districts not meeting the assignment benchmark:

- East Valley School District (Spokane)
- Ellensburg School District
- Omak School District
- Toppenish School District
- Tumwater School District
- West Valley School District (Yakima)

Small-to-medium school districts not meeting the assignment benchmark:

- Lake Chelan School District
- Mary M Knight School District
- Newport School District
- Tonasket School District
- Valley School District
- Vashon Island School District

Small school districts not meeting the assignment benchmark:

- Boistfort School District
- Brinnon School District
- Chewelah School District
- Garfield School District
- Inchelium School District
- Kittitas School District
- Lake Quinault School District
- Paterson School District
- San Juan Island School District
- Southside School District
- Wahkiakum School District
- Washtucna School District
- Wellpinit School District

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