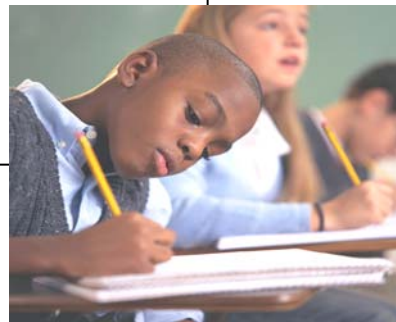


Washington State Board of Education & Professional Educator Standards Board



STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD



Working Together for Student Achievement

2nd Biennial Joint Report, October 2008

Submitted to:

Governor Chris Gregoire

Legislative Education Committees

Superintendent of Public Instruction

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Executive Summary

The State Board of Education and the Professional Educator Standards Board have been working to build a policy foundation to support Washington State's K-12 education system and the progress local districts make towards improving student achievement. This report summarizes the collaborative and connected work that has been accomplished over the last two years. The Boards are proud of the work completed to date in the shared areas of focus: student achievement, system accountability, and adequate system supports.

Both Boards are working to dramatically improve achievement for all students across the state and have embedded this goal in their work. A key to improving achievement is raising expectations of students. The world is dynamic and Washington State's graduation credit requirements, standards, and curriculum need to keep up with the changes, such as globalization, technological advances, and demographic shifts. Appropriately raised expectations will prepare students for meeting these changes and the effects the changes have on the economy, workplace, and social and cultural environments.

The process of raising expectations for students has included creating a new definition of a high school diploma, which declares that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. A revision of the state minimum high school requirements has also been a part of the process of raising expectations. A proposed set of graduation requirements, entitled CORE 24, has been drafted to reflect the definition of a diploma. The proposed CORE 24 graduation requirements provide all students with a strong foundation of core subjects and the opportunity to personalize their course choices to pursue their individual postsecondary and career goals.

The collaborative work to revise the mathematics standards has also been an integral part of building the foundation for raised expectations. The newly adopted K-12 mathematics standards in combination with the current work for recommending mathematics curricula have begun to strengthen mathematics for all of our students. The parallel work on the science standards and science curricula has promised to produce equal results.

If changes are made in the expectations of students, then all education professionals, including teachers, school administrators, and educational staff associates, like school psychologists and speech-language pathologists, must have the skills and knowledge to support the students in attaining the raised expectations. Beginning teacher standards have been raised to ensure far greater rigor and relevance and new subject knowledge tests have been adopted to ensure teachers are proficient in the subjects they teach. The revisions have been based on national content standards and align with Washington's Essential Academic Learning Requirements for students. In addition, a fundamental shift has been made to evidence-based knowledge and skill standards for teacher preparation programs. New teachers must demonstrate competence not only through their own performance, but as reflected in their students' learning.

The Boards understand that adequate support needs to be available for initiatives to be successfully implemented and, therefore, will address the needs and advocate for the resources. For example, currently both Boards are working toward the shared goals of ensuring an adequate supply of math and science teachers to meet increasing demand. Preliminary data shows that there will be a need for 466 Full Time Equivalent teachers across the state in order to meet the demand associated with raising the math graduation requirements from two to three credits. In response, a short-term task force was convened with broad stakeholder representation to determine statewide strategies for recruiting math and science teachers. The task force will present a report to the Legislature by December 1, 2008. In addition, programs have begun to be implemented to assist with the needed resources, such as the Retooling Teachers Program, Pipeline for Paraeducators Program, and the Recruiting Washington Teachers Program.

A process of accountability is key to continually improving student achievement. All aspects of the educational system should be accountable for its work and outcomes. Both Boards have been working to revise the systems of feedback and accountability in the state by obtaining data, listening to constituents, and formulating ideas and proposals. The Boards have also begun to outline and identify resources necessary for incorporating new accountability into the system.

A new system of accountability has been proposed to address the need for continuous improvement for all schools. It also identifies both successful and struggling schools and school districts. Schools and School Districts that have been unable to improve student achievement may apply to enter into an Innovation Zone. If accepted, the schools and districts will receive additional state resources and the option of trying transformative work in the areas of increasing flexibility for how people, money, time, and programs are used in the district and schools to raise student achievement.

An improved system for assessing educator preparation program quality will provide vital information to the Legislature and the Boards in their work to meet the teacher supply needs in the state. Recent changes to the process and criteria for approval of the programs have included more transparency in reporting and more meaningful data about program quality.

The Boards have committed to the work of raising expectations, strengthening the accountability system, addressing the need for resources, and raising achievement for all students. Both Boards will continue to strive to achieve their goals in collaborative and transparent manners that respect the resource needs of the system and the interests of stakeholders. The following report reveals more details about the Boards' initiatives and outlines next steps in their continued work.

Background

Charge from the Legislature:

“By October 15th of each even numbered year, the State Board of Education and the Professional Educator Standards Board shall submit a joint report to the legislative education committees, the Governor, and the Superintendent of Public Instruction. The report shall address the progress the boards have made and the obstacles they have encountered, individually and collectively, in the work of achieving the goals in RCW 28A.150.210.” (Basic Education Goals)

The 2005 Legislature transferred the policy and rule making authority for educator preparation and certification from the former State Board of Education (SBE) to the Professional Educator Standards Board (PESB) and significantly reconstituted the Board giving it an expanded leadership role as a catalyst for positive and immediate change in the state’s K-12 educational system. For details of the specific authorities assigned each board, see Appendix A.

With the provision of new duties to the PESB and SBE came the expectation from the Legislature that the two Boards would work closely together to create a collaborative and effective governance system that would accelerate progress toward achieving our state’s educational goals.

State Board of Education

Vision

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

Mission

The State Board’s role in the K-12 system is to lead the development of state policy, provide system oversight, and advocate for student success.

Professional Educator Standards Board

Vision

The vision of the Washington Professional Educator Standards Board is the highest possible standards for all educators as essential to ensuring attainment of high standards for all students.

Mission

Establish state policies and requirements for the preparation and certification of education professionals, ensuring that they:

- Are competent in the professional knowledge and practice for which they are certified;
- Have a foundation of skills, knowledge and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals; and
- Are committed to research-based practice and career-long professional development.

Working Together for Student Achievement

1. Dramatically Improving Student Achievement

Improving student achievement is one of the most critical issues facing our state today. Both Boards share a sense of urgency about the need to ensure all students are prepared to succeed in postsecondary education, the 21st century workforce and citizenship, and the primacy of skilled teachers and school leaders in making this happen.

Raised Expectations

One of the most important elements of the initiative, to dramatically improve student achievement, is the process of raising expectations of students. A meaningful high school diploma represents a balance between the personalized educational needs of each student and society's needs, and reflects at its core the state's basic education goals. The accomplishment that the student has achieved in receiving a diploma shows that the student is ready to be a lifelong learner.

The 2006 Legislature (E2SHB 3098) directed the State Board of Education (SBE) to develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools. The 2007 Legislature (2SHB 1906) also directed the SBE to increase math graduation requirements from two to three, and to prescribe the content of all three credits. The SBE built upon these two tasks by electing to review all graduation requirements (credits, culminating project, and high school and beyond plan) for which it has authority. The SBE established a Meaningful High School Diploma committee of SBE members and an advisory committee of stakeholders to assist with the work, which began in early 2007. During this multi-year process, the SBE has reviewed national research, conducted a study to establish a comprehensive state picture of current district-level requirements, consulted with stakeholders, surveyed the public, heard public comment, and held outreach sessions to provide face-to-face opportunities for input and feedback.

What Factors Are Driving Change?

Standards and requirements are dynamic; as conditions change, they need to be revisited periodically to determine if they are still serving students well. The world has changed dramatically in the 23 years since Washington's minimum graduation credit requirements were last revised, driven by globalization, technological advances, and demographic shifts that affect the economy, workplace, and social and cultural environments in which we live.

Although Washington's graduation requirements policy is not dictated by what other states are doing, it is useful to take a snapshot of the national picture to assess the amount of preparation students in other states will have, relative to Washington students. Two states adjacent to Washington, Idaho and Oregon—states where Washington students might seek jobs relatively close to home—will require 23 credits (effective 2013) and 24 credits (effective 2012), respectively. Thirty-seven states and the District of Columbia (73%) require more minimum

credits than Washington; that number will increase slightly to 38 states (75%) after 2008 (when the percentages are calculated based upon the number of states with state-mandated requirements, 80% of the states and the District of Columbia require more minimum credits than Washington).

Although Washington requires a minimum number of state-mandated credits, districts can enhance those requirements locally. In the spring of 2007, the SBE surveyed all 246 districts with high schools to determine the credit requirements of every district, finding considerable variation across districts in the number of credits required of students to graduate, specifically:

- The greatest number of districts (62 or 25%) require 22 credits.
- Just over half the districts (52%) require 24 credits or more.
- All districts exceed the state's minimum credit requirements, with credit requirements ranging from 20-31.
- Districts were most likely to exceed the state's minimum required credits in English, social studies, occupational education, and electives.
- Generally, larger districts were more likely to require *fewer* credits (25% of districts with 3000 students or more required 24 credits or more; 77% of districts with fewer than 700 students required 24 credits or more).

Purpose of a Diploma

In January 2008, the SBE approved a statement of purpose for a diploma, which will guide its review of the current high school graduation requirements.

The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to—a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable.

Proposed CORE 24 Graduation Requirements Policy Framework

The proposed CORE 24 Graduation Requirements Policy Framework was adopted by the SBE in July 2008. The central tenet of the work is to prepare *all* students for *all* options—whatever they choose to do after high school. Many students of high school age are not certain of their future path, and change their minds frequently. For this reason, students need to keep all options open so they do not foreclose possibilities too early. CORE 24 consists of a set of subject-area requirements, a culminating project and a high school and beyond plan. Implicit in

all of the requirements are competencies defined by the state's essential academic learning requirements, grade level expectations, basic education goals, program standards (e.g., career and technical education), and district-determined policies.

CORE 24 would provide all students with a strong foundation of core subjects and the opportunity to personalize their course choices to pursue their individual postsecondary and career goals. While all students would automatically be enrolled in CORE 24's college and career ready requirements, students would have the option to pursue a more in-depth career or college emphasis based on a well-thought out High School and Beyond Plan. The high school and beyond plan, subject-area requirements, and culminating project are separate but related parts that together should comprise an integrated, goal-directed course of study that will provide sufficient breadth and depth to educate the whole student.

The SBE's proposed graduation requirements policy framework is based on the following principles:

- Equip everyone. Prepare all students for life after high school—in gainful employment, an apprenticeship, or postsecondary education
- Expect more. Align requirements to meet the increased expectations of the 21st century workforce.
- Provide flexibility. Allow students to customize their education, creating relevance to their interests.
- Give focus. Encourage students to align course work to achieve their future career goals.
- Plan ahead. Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education or both.
- Start early. Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.

Opening Doors with CORE 24

What is CORE 24? CORE 24 is the SBE's policy framework to create a new set of requirements for high school graduation. CORE 24 will require students to develop a plan for their future and choose classes to help them achieve their goals. CORE 24 requirements will provide students with a strong academic foundation, with flexibility that will prepare them for whatever path they choose—whether that's the workforce, an apprenticeship in the trades, or a community or four-year college.

EQUIP EVERYONE Prepare ALL students for life after high school—in gainful employment, an apprenticeship, or postsecondary education.

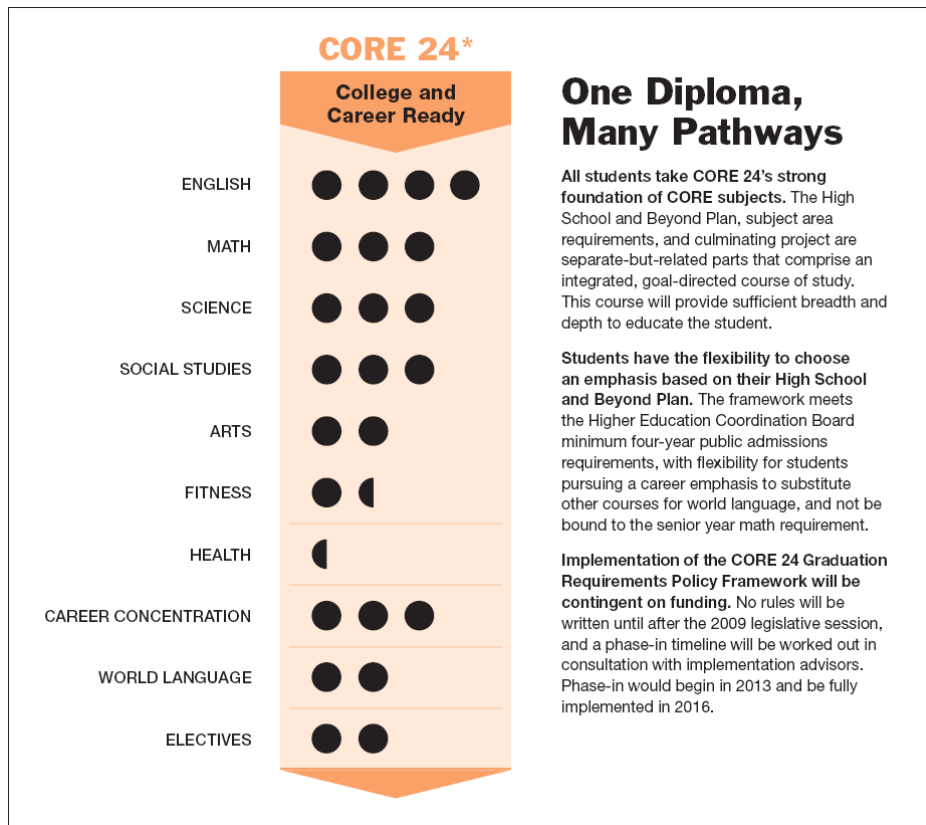
EXPECT MORE Align requirements to meet the increased expectations of the 21st century workforce.

PROVIDE FLEXIBILITY Allow students to customize their education, creating relevance to their interests.

GIVE FOCUS Encourage students to align course work to achieve their future career goals.

PLAN AHEAD Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.

START EARLY Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.



*Notes: 1. Each circle (●) represents one credit. 2. A career concentration is a career and technical education (CTE) program of study or a course sequence which helps a student prepare for their intended postsecondary studies or career field. 3. A student may, upon completion of Algebra I and Geometry, elect a different third math credit. This elective choice shall allow the student to replace the Algebra II/Integrated Math III requirement with a third math credit that furthers their career path defined in their High School and Beyond Plan. One math credit must be taken in the senior year unless a student pursues a career emphasis. 4. Some requirements (example: math, arts, world language) may begin to be satisfied in middle school. 5. Two of the science credits must be lab. One of those lab credits must be an algebra-based lab in biology, chemistry or physics. 6. Fitness credits can be waived and an equivalent experience substituted.

Next Steps for CORE 24

The SBE is developing a funding request for CORE 24 to the Joint Task Force on Basic Education Finance. The SBE will not adopt CORE 24 into rules unless the funding is provided by the Legislature. In addition to funding, the SBE's public outreach helped to identify significant implementation issues that will need to be addressed in order to move this graduation requirements policy framework forward. The SBE plans to address these issues in the coming months with the assistance of an implementation task force comprised primarily of people in

different leadership roles, who serve or have recently served in the K-12 system. The SBE has also been working with the PESB on learning more about the supply and recruitment of teachers in Washington. For additional information, please see the Systems Support section of this report.

Teacher Standards

Raising expectations for students requires ensuring teachers have the skills and knowledge to support students in reaching them. In 2007, the PESB undertook and completed major revisions to beginning teacher standards; including both the individual teacher licensure standards, as well as, the knowledge and skill standards to which we hold the preparation programs accountable.

Prospective teachers in Washington State earn subject matter “endorsements” on their teaching certificates. Generally, this means the baccalaureate degree(s) held must be closely related to the subject area(s) to be taught. Washington has 33 sets of “endorsement competencies”; one for each endorsement as shown in Table 3. These are essentially the standards for what teachers should know and be able to do for various teaching assignments. They are based on national content standards and related to Washington’s Essential Academic Learning Requirements for students.

TABLE 3 - Endorsements on Teaching Certificates

All Levels:	Elementary Education (K-8)	Secondary Level (cont.):
Bilingual Education		Social Studies
Designated Arts: Dance	Middle Level – Humanities	Traffic Safety
Designated Arts: Theatre Arts	Middle Level Math	Designated Career and Technical
Designated Arts: Music – General	Middle Level Science	Education (CTE): Agriculture
Designated Arts: Music – Choral	Secondary Level:	Designated CTE: Business
Designated Arts: Music – Instrumental	Designated Science: Biology	Education
English Language Learners	Designated Science: Chemistry	Designated CTE: Family and Consumer Sciences
Health / Fitness	Designated Science: Earth Science	Designated CTE: Marketing Education
Library Media	Designated Science: Physics Science	Designated CTE: Technology Education
Reading	English Language Arts	
Special Education	Mathematics	
Early Childhood	History	
Early Childhood Special Education		

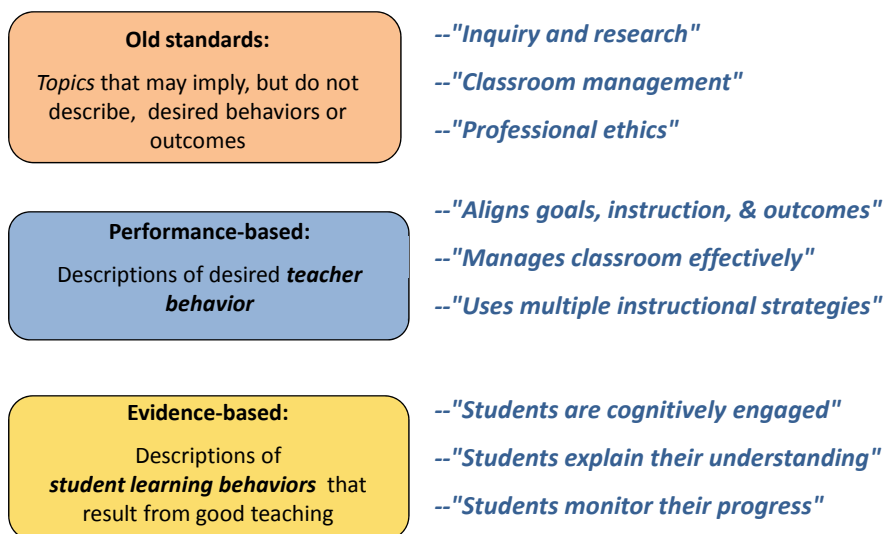
In 2007 the PESB revised and updated all endorsement competencies, ensuring far greater rigor and relevance. Teams of highly-qualified educators, together with both content and methods faculty, in each endorsement area reviewed the previous competencies comparing them with national standards and updated student standards. Preparation programs have made revisions to their curriculum based on these updated competencies. In addition, the PESB has adopted new subject knowledge tests (WEST-E) that will better align with and assess each competency. Successful passage of a subject knowledge test is required for endorsement.

New Evidence-Based Knowledge and Skills Standards for Teachers

In addition to revised teaching subject endorsement competencies, in 2007 the PESB also adopted new knowledge and skill standards that apply to all teachers, regardless of subject area, and to which Washington's teacher preparation programs will be held accountable for ensuring prospective teachers meet. These new standards, called Standard V, emphasize personalized learning for all K-12 students, strengthen cultural understanding, integrate math across the content areas, identify learner outcomes and shift to evidence-based standards requiring new teachers to demonstrate what students know and are able to do through student work and voice. The most significant change represented by these new standards is a shift from a "performance-based" to an "evidence-based" approach. This means a shift from focusing on the prospective teacher's behavior to a focus on evidence of student learning. In other words, it's not enough to say "the prospective teacher taught them / displayed effective instruction"; they must show that the prospective teacher has the ability to engage students in effective learning opportunities as verified by evidence of student learning.

The transition from performance-based to evidence-based teacher preparation means not only fundamental redesign of teacher preparation programs, but will fuel needed changes in existing school culture and classroom practices. Successful implementation of the new knowledge and skills standards has the potential to improve outcomes for P-12 students, and not only prepare competent new teachers, but also produce new learning for veteran teachers. A comprehensive strategy for implementing a change process by which this transition can be achieved is required. To that end, the PESB has developed a phased implementation process. The entire process can best be described as "retooling" for universities and P-12 schools.

Transition to truly evidence-based



Realistic strategies for ending out-of-field assignment

The best prospective teacher candidate pool and the best preparation and certification systems are of little impact if educators are not assigned in the field in which they are prepared and certified. The PESB is responsible for state policy regarding educator assignment. Districts have a fair bit of latitude in assignment of teachers; particularly for one or two courses or for short time periods. Beyond this, they must request an out-of-endorsement waiver from their school board or, in the most extreme cases, from the state. The PESB annually collects and reports data from districts regarding the number of teachers on out-of-endorsement waivers.

2SHB1906 -

"Teachers need an adequate background in subject matter content if they are to teach it well, and should hold full, appropriate credentials in those subject areas."

Last year, 82% of school districts complied with the state reporting requirement. 52% of those reported no out-of-endorsement assignments requiring waiver. Those that did reported a total of 698 out-of-endorsement assignments. The endorsement area with the highest incidence of unendorsed teachers was secondary math.

The challenge for the PESB is that in carrying out our mission of establishing the highest possible standards for certified educators, we must also work to ensure they have access and opportunity to reach those high standards.

To address this challenge, in the past two years the PESB has:

- Created new assessment-based pathways that enable teachers to demonstrate competency and gain new endorsements appropriate for their assignment.
- Implemented the Educator Retooling program, which provides financial support for teachers to pursue coursework necessary to gain additional subject matter endorsements.
- Pursued options for out-of-state online programs to offer subject matter coursework and endorsement programs for teachers interested in gaining new subject matter endorsements.
- Placed stricter conditions and time limitations on out-of-endorsement assignment, encouraging districts to support teachers in gaining appropriate credentials.



World-Class Math and Science

Both Boards share a particular concern for student achievement in mathematics and science, and ensuring Washington educators are equipped with the knowledge, skills and resources to get students to higher levels of achievement.

In November 2006, the SBE, PESB, and SPI published the Joint Mathematics Action Plan and in the past two years have accomplished many of the major goals of the plan.

The State Board of Education (SBE) has made great strides, recently, in its work on mathematics and science education through its collaboration with other agencies, advisory groups, contractors, citizens, and Legislators.

Mathematics Update

The SBE approved its consultant's recommendations for the new K-12 math standards this spring and summer. These standards were subsequently adopted by the Superintendent of Public Instruction. The new math standards are world class. They clarify and strengthen mathematics for all of our students. The SBE's approval of the adoption of the revised standards is the culmination of many people's efforts, including the SBE's consultant, Strategic Teaching; the SBE's Math Panel of education; business and community leaders from across Washington; and input from educational organizations, the public, and the Legislature.

The Superintendent of Public Instruction (SPI) will now prepare curriculum recommendations that best reflect the new math standards, in addition to professional development for teachers. As outlined in 2SHB 2598, the SPI will provide the SBE with recommendations for three mathematics curricula each for elementary, middle, and high school grades within six months

after the standards are adopted. The SBE will provide comments back to the SPI within two months.

The Legislature mandated that the SBE adopt three credits of high school math as well as define the content (2SHB 1906). A third math credit will be required for all students beginning with the Class of 2013. They must complete this third credit of math in an Algebra II course that aligns with the new math standards. This course requirement, as well as Algebra I and Geometry, can be completed through an approved career and technical education course of study that is comparable in course content and meets the state's standards. A student may, upon completion of Algebra I and Geometry, elect a different third math credit. This elective choice shall allow students to replace the Algebra II requirement with a third math credit that furthers their career path defined in their High School and Beyond Plan. A defined process for this elective choice will include the student, his/her family or designee, as well as a representative from the high school.

Science Update

As requested by the 2007 Legislature (2SHB 1906), the SBE has worked with its consultant, David Heil and Associates, and its Science Panel of local Washingtonians to create recommendations to SPI for revisions to the science standards. The SBE approved the recommendations in advance of the June 30, 2008 deadline and forwarded them to OSPI to lead the revision process. By December 1, 2008, SPI will revise the standards for science and present them to the SBE and the education committees of the Senate and the House of Representatives.

Ensuring an Adequate Supply of Math and Science Teachers

Having adopted more rigorous and relevant subject knowledge standards (endorsement competencies) for teachers in all areas, including math, the PESB and the SBE wanted to ensure that the newly-adopted math standards for students aligned well with the competencies for teachers. The PESB called upon the same experts involved in revisions to student standards, as well as math teacher educators and faculty from math departments at our four-year institutions, all of whom confirmed the appropriate level of rigor and alignment between our student and teacher standards.

Washington is already experiencing a significant shortage of qualified math and science teachers. More rigorous standards and requirements for both students and teachers will likely make this problem worse. The Professional Educator Standards Board (PESB) conducted a survey of Washington school districts, asking them to estimate how many additional math teachers (either as full or partial Full Time Equivalent teachers) they will need when the State Board of Education increases the graduation requirement to 3 credits. With 97% of school districts reporting, they estimate up to 466.48 FTE will be needed.

The PESB has implemented three new programs created by the 2007 legislature aimed at recruiting greater numbers and diversity into teaching in subject shortage areas, including math.

- The Retooling Teachers program (HB1906) provides financial incentives for teachers to add and subsequently teach in shortage area endorsements.
- Through the Pipeline for Paraeducators Program (HB1906), Green River Community College and Seattle Central Community College have developed math education programs and articulation agreements for paraeducators seeking to become secondary math or science teachers.
- The Recruiting Washington Teachers program (SB5955) has awarded funding to three partnerships between Washington high schools, higher education institutions and community organizations to recruit and support approximately 65 diverse high school students into the teaching profession.

In addition, the PESB has continued to increase access to, and enrollment in Washington’s Alternative Routes to Teaching Program, establishing new partnerships in the ESD 105 (Yakima) and ESD 123 (Wenatchee) regions.

Statewide Recruitment Strategy

The 2008 Legislature charges the PESB with gathering data on math and science teacher supply and demand and also submitting by December 1:

“ . . . specific recommendations on how the demand will be met through recruitment programs, alternative route certification programs, potential financial incentives, retention strategies, and other efforts; and (iv) identification of strategies, based on best practices, to improve the rigor and productivity of state-funded mathematics and science teacher preparation programs.”

In response, the PESB has formed a short-term Task Force with broad stakeholder representation including:

- | | |
|--|---|
| • Governor’s Office | • State Board of Education |
| • Office of Superintendent of Public Instruction | • Washington Association of Colleges of Teacher Education |
| • Association of Washington School Principals | • Higher Education Coordinating Board |
| • Washington School Personnel Administrators Association | • Council of Presidents |
| • Washington Association of School Administrators | • Partnership for Learning |
| • Washington Education Association | • Business Roundtable |
| | • Center for Strengthening the Teaching Profession |

The Task Force will consider:

- Current initiatives in which they are engaged related to the goal of ensuring an adequate supply of well-qualified math and science teachers and what indicators they have of the effectiveness of those initiatives;
- Perceived challenges and barriers related to the goal;
- Analysis of promising practices suggested by research and other states;
- Specific strategies / changes in policy for which they are advocating, including how to determine combination, scale and investment related to various strategies; and
- How to establish a coherent statewide strategy rather than a bunch of disconnected projects.

Recommendations from the Task Force will go to the PESB's November meeting and the PESB will submit their final report to the Legislature on December 1, 2008

2. A System of Accountability

Every student in Washington State deserves a high quality education and a well-qualified teacher, but right now this isn't happening. Both Boards are working to identify clear, appropriate indicators and measurements to monitor progress of the systems we oversee. A clear picture of system performance is essential for directing resources and assistance and gauging continued improvement.

Washington State statute (RCW 28A.305.130 (4)) assigns the State Board of Education (SBE) the authority to create a statewide accountability system which includes:

- Setting performance improvement goals in key subject areas;
- Identifying cut scores for proficiency on state assessments
- Identifying objective, systematic criteria for successful schools and districts;
- Identifying objective systematic criteria for schools and districts in need of assistance or where significant numbers of students persistently fail to meet state standards;
- Identifying a range of state intervention strategies for legislature to consider authorizing;
- Creating performance incentives; and
- Reviewing the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity.

The SBE spent the last year and a half examining ideas for a state wide accountability system. The SBE chartered a process through its System Performance Accountability (SPA) work group and held a series of work sessions as well as provided presentations at SBE meetings. The work group advisors include school board members, the Washington Education Association, Washington Association of School Administrators, Association of Washington School Principals,

selected educators and business members. They reviewed the OSPI school and district improvement programs, the school improvement programs in other states, and Washington teacher mobility issues. They commissioned two studies through a competitive national process: one on Washington educators' and stakeholders' perceptions of the current Washington policy barriers and another on developing potential state/local partnerships to address schools with students that persistently fail to meet standards.

Study of State and Local Policy Barriers to Raising Achievement Dramatically for All Students

In the spring of 2008, the SBE contracted with Northwest Regional Educational Lab to study the perceptions that state policy makers and local educators had on the Washington barriers to student achievement. They interviewed several hundred educators and policy makers in Washington. All stakeholders agreed that there is a lack of statewide program coherence. All too often districts receive multiple inputs from various educational policy-making bodies at the state level.

Major findings. Key policy barriers identified from both teachers and administrators included:

- Insufficient and impermanent resources.
- Lack of time for professional development and teacher collaboration time.
- Inflexibility in allocating resources to higher need areas to improve student achievement.
- Lack of coherent systems that support the entry, development, and retention of quality staff members.
- Another big barrier teachers identified was class size. Principals and superintendents identified the inability to dismiss ineffective staff as a large barrier.

Implications Washington State may wish to consider:

- Coordinate the efforts of the various state educational agencies and policy-making bodies to increase program coordination and the perception of program coherence when viewed from the district and building level.
- Develop and maintain a stable funding source for school improvement that educators can count on over time.
- Establish and provide additional time – allowing teaching staff and administrators the opportunity to focus on student achievement through collaboration and professional development.
- Find ways to remove or moderate restrictive provisions of the collective bargaining agreement in a manner that strengthens building teams and provides adequate teacher participation in critical decisions.

Proposed Statewide Accountability Framework

The SBE has engaged in developing its draft proposals to address a statewide accountability framework. The proposals include two key and connected components:

- An accountability index, which uses objective systematic criteria to identify successful schools and districts as well as those in need of assistance or those where students persistently fail to meet state standards.
- A proposal for a range of state intervention strategies for districts with schools whose students persistently fail to meet state standards including: 1) an Innovation Zone for Priority Schools identified through the proposed Accountability Index and a subsequent detailed analysis. The Innovation Zone would allow local school boards to create a comprehensive transformation in how their schools operate through the use of state targeted investment as well changing the current rules and expectations; and 2) Options for graduated state oversight and changes at the local school board level or school or district management level if conditions do not improve after a defined period of time.

The proposed accountability index matrix is comprised of five outcomes: results from four assessments (reading, writing, math, science) aggregated together from all grades and extended graduation rate for all students. Four indicators: achievement (% of all students meeting standard/ext. grad rate), achievement vs. peers (Learning Index and extended graduation rate controlling for English language learners, low-income, special ed., mobility), improvement (change from previous year), achievement of low-income students (achievement results for just those eligible for free and reduced lunch).

Every school will receive an index score. High scoring schools will receive recognition for their accomplishments; those in the “struggling” tier will undergo deeper analysis to determine which need more targeted state and local investment. The analysis will include a review of contextual issues, such as fiscal data and/or a change in leadership.

The SBE wants to recognize schools that are doing an outstanding job. Many of them are. It is also concerned about the 70,500 students enrolled (one out of 14 students in the K-12 system) in struggling schools (identified by our accountability index) where there has not been improvement looking at a variety of different indicators. There are no state incentives or consequences for making transformational changes in these schools and districts, thus the need for the SBE’s work to help these students.

SBE gathered significant public input on system performance accountability, gathering 459 responses from group comment forms, online and paper surveys. More than ¾ of survey respondents agree that the state should provide greater assistance to schools and districts that consistently don’t meet standards. The System of Accountability and Innovation is SBE’s commitment to ensure that no student falls through the cracks, and will provide schools and districts tools they need to improve student achievement and engage students in their learning.

Preparation Program Quality

Goal one of the PESB's ten goals that shape its work plan is an improved state-level system for assessing educator preparation program quality.

State policy makers, educators, and the public need access to clear and comprehensive information on educator preparation program quality, focused on impact on student learning, to monitor program quality and make necessary changes in policy.

“Although educator preparation programs are required to produce a significant amount of data related to various aspects of program quality, these data are not systematically compiled in a way that provides a comprehensive picture, across institutions, that can be accessed and reviewed by policymakers or the public” - PESB

In the past two years, the PESB has:

- Established new processes and criteria guiding the approval and ongoing review of our educator preparation programs. These criteria include not only clearer indicators of quality, but require prospective preparation programs to address how they will assist in meeting state needs for greater geographic access and increased productivity of teachers in subject shortage areas.
- Placed several institutions on probationary status and disapproved several others. Prior to the PESB gaining authority in this area, no program had been given less than full approval for over a decade.
- Established far greater transparency in reporting via:
 - Site visit reports, approval status, annual Professional Education Advisory Board (PEAB) Reports, and test results data for all approved programs are posted on PESB website;
 - New program and specialty endorsement pre-proposals are posted for public comment prior to Board approval;
 - WEST-B and E reporting includes new data elements identified by the Board and in response to stakeholder / policymaker inquiries.

The PESB's Goal one committee is currently identifying the appropriate data and reporting elements that will be included in an annual institution-by-institution report that will provide a more comprehensive picture of preparation program quality, including indicators of program completeness effectiveness in the classroom.

Meaningful New Measures

In addition to better synthesizing and forming a comprehensive picture based on current measures, the PESB is pushing for new ways of demonstrating the impact of our approved preparation programs on beginning teacher knowledge and skill.

Developing the Educator Continuum:

The PESB believes a well-designed and supported educator development continuum should include specific points where teachers are assessed for their effectiveness. The graphic below

0 years of experience	1 – 2 years of experience	3- 5 years of experience	6+ years of experience
<p>PREPARATION (3-legged stool)</p> <p>WEST-B basic skills test</p> <p>WEST-E subject knowledge test</p> <p><i>PPA (needs fundamental revisions to be valid and reliable)</i></p>	<p>MENTORING & INDUCTION</p> <p>For all 1st and 2nd year teachers (<i>isn't fully funded or required for all districts</i>)</p> <p><i>Survey to all beginning teachers, their principals and mentors (need more meaningful instrument and better return rates)</i></p>	<p>PROFESSIONAL CERTIFICATE</p> <p>Required 2nd tier license</p> <p>Portfolio assessment required 2010.</p>	<p>ON-GOING PROFESSIONAL DEVELOPMENT</p> <p>Aligned to school improvement goals</p> <p>Required every 5 years to renew certificate</p> <p>Optional:</p> <p>National Board Certification</p> <p>Mentoring, Coaching</p>

depicts Washington's continuum – some elements already implemented, others underway and some that are missing.

Assessing Teaching Skill:

A teacher's preparation is measured by three assessments, often likened to a three-legged stool. Washington has two strong legs, or measures, and one that is wobbly. Since 2005, Washington has had a basic skills assessment, called the Washington Educator Skills Test-Basic (WEST-B), an entry-level teacher assessment, and a subject knowledge assessment, called the Washington Educator Skills Test-Endorsement (WEST-E), testing a candidate's understanding of the content knowledge for an endorsement. The third and wobbly leg is the instructional methodology assessment called the Performance-Based Pedagogy Assessment (PPA). Developed collaboratively by OSPI and the Washington Association of College of Teacher Education in 2004, this assessment evaluates the candidate's performance to convey, communicate and instruct during their student teaching.

The PPA has strengths and challenges. It has created a common agenda and terminology for assessing instructional skills. It was developed collaboratively by and with buy-in from the colleges of education. Lastly, one of the primary tenants of the PPA is to eliminate the achievement gap, so it is built upon a body of research in this area and includes elements of recognizing multicultural perspectives and culturally-responsive teaching. The challenges of the

PPA are that it is not a valid and reliable instrument in its current form and, therefore, is not a passing requirement for state certification. It lacks content specificity, meaning student teachers are not assessed on the PPA for how well they teach their content area, but are assessed on more general teaching skills.

Other states, such as California, have developed or are in the midst of developing valid and reliable pedagogy assessments. These states are, or plan to use, their pedagogy assessments consistently within preparation programs as another indicator of program quality and assurance that beginning teachers have the minimal instructional skills necessary to be successful when they enter the classroom.

The PESB's '09-'11 budget proposes legislative funding for the PESB to work collaboratively with higher education preparation programs, the PESB will design and issue a request for proposals to solicit a contractor to assist in the redevelopment and redesign of a valid and reliable Evidence-Based Pedagogy Assessment, (EBPA) which will be used consistently within, and among, all preparation programs as a required component of a teacher preparation program. This component will require two phases – development and implementation.

As part of the development phase, the funding will:

- Develop the basic EBPA model, which will include one content-specific module.
- Pilot the redesigned EBPA with preparation programs and provide teacher candidates stipends for participation in the pilot.

As part of the implementation phase, the funding will:

- Provide training to higher education preparation program faculty.
- Develop, produce and post online EBPA manuals and other informational materials to programs and teacher candidates.

Beginning Teacher Survey:

Another key component of information about program quality is how well program completers perform once they are fully-certified teachers in the classroom. Like most states, Washington currently lacks capacity and research capability to make direct links between preparation program quality and student learning results, so for now relies upon self-reported survey data from program completers, as well as that of their employing principals and mentor teachers, who often can identify the strengths and weaknesses of a beginning teacher's skill set as it pertains to the needs of students in that classroom. The instrument itself, however, is in need of significant revisions and the current return rates are too low to make inferences about individual programs. Therefore the PESB has an '09-'11 budget proposal to improve both the survey instrument and the return rate, linking collection of data to funding support for beginning teacher mentoring and induction.

Uniform and External Assessment

It is important for states to have the ability to assess that beginning teachers possess the knowledge and skills that should be expected of beginners, but also extremely important to assess teachers at the critical juncture when they have completed a well-supported induction phase, gained from several years of experience and are becoming seasoned professionals. Research is clear that teachers make great gains in effectiveness in their first five years and the importance of mentoring and induction support in making those gains.

Washington, like most states, has a second tier certification that recognizes the difference between beginning teachers and the competencies expected of a teaching professional. Per legislative support, the PESB is implementing a uniform and external portfolio assessment that will be required of all Washington teachers beginning 2010. Through this assessment, teachers must demonstrate effectiveness in positively impacting student learning or their teaching license will not be renewed.

3. Adequate System Supports

The Boards understand that adequate support needs to be available for initiatives to be successfully implemented and, therefore, will address the needs and advocate for resources. At the same time, in our current economy, it is critically important that our calls for resources are sound investments. Our Boards are committed to ensuring our recommendations for system support and resources are coordinated, coherent, and backed by solid data and research.

The SBE has three overarching goals, to: 1) Improve achievement for all students, 2) Improve graduation rates, and 3) Improve student preparation for post-secondary education and the 21st century world of work and citizenship. The recent work of the SBE, both legislatively directed and self-imposed, has allowed the SBE to set the stage to progress in each of these goals. The continued work of the SBE and its partners, both in the collaborative and independent work, will move these early steps into positive results for the system and the students. There are elements of the K-12 education system that need continued and renewed support, though, and the SBE is committed to assisting in ensuring that the supports are available.

CORE 24

As mentioned earlier in the report, the SBE will establish an Implementation Task Force to make recommendations to the SBE by June 2009. The Implementation Task Force will be comprised of a central leadership group that will consider the systems issues that need to be addressed in order to implement the CORE 24 requirements. The central leadership group, of approximately 15 people, will include working or recently retired practitioners well-respected by their peers for their deep and wide understanding of systems issues, depth of expertise, and ability to think systemically and creatively.

The purpose of the CORE 24 Implementation Task Force is to examine the implementation issues associated with the CORE 24 High School Graduation Requirements Framework and advise the SBE on strategies needed to implement the requirements, including a phase-in

process. The Task Force will address implementation issues identified through public outreach and cited in the larger paper. These include, but are not limited to:

- An implementation schedule that prioritizes phase-in of new credit requirements;
- Ways to operationalize competency-based methods of meeting graduation requirements;
- Ways to assist struggling students with credit retrieval and advancing their skills to grade level;
- Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc;
- Ways to provide appropriate career exploration courses as well as career concentration options; and
- Scheduling approaches to 24 credits that can meet the required 150 instructional hours.

The Task Force is an affirmation of the intention of the SBE to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments, should link the implementation of CORE 24 directly to sufficient funding to local school districts for six hours of instruction for all students, a comprehensive education and career guidance system, curriculum investments, and support for students who need additional help to meet the requirements.

The SBE is charged by the legislature “to provide leadership in the creation of a system that personalizes education for all students and respects diverse culture, abilities and learning styles and promotes the achievement of the basic education goals,” (RCW 28A.305.130). With the SBE’s adoption of the CORE 24 framework, it wants to make sure that the additional requirements do not cause more students to drop out of school. During the upcoming biennium, the SBE hopes to focus on “why students drop out and what are we going to do about it?” through its new goal of improving graduation rates. The SBE believes that an investigation of strategies to make learning more personal for high school students can make a difference and stop the “falling through the cracks” syndrome. The SBE also anticipates receiving information on the achievement gap from the various commissions charged with this review and wants to incorporate issues they identify in its strategies outlined below.

The SBE proposes creating strategies to improve graduation rates by exploring these issues:

- Define the reasons students drop out of high school now, by reviewing the current literature and ongoing projects in Washington State, as well as to conduct a study on barriers perceived by students and their parents.
- Determine how to operationalize competencies for high school credits.
- Examine ways to create a model of how alternative education could be strengthened for students.

- Examine the current status of online learning in Washington, and nationally, to determine what policies should be put in place to ensure the quality of online learning opportunities.

Mathematics

The Washington State Board of Education has worked with Washingtonians, consultants, and the Office of Superintendent of Public Instruction to create world-class mathematics standards for grades K-12, adopt rule language that adds a third credit of mathematics to the minimum high school graduation requirements (as the Legislature requested in 2007), and begin collaborative work on a mathematics curricular menu.

The SBE is committed to working with PESB, OSPI, and other partners on the Joint Math Action Plan to ensure that proper investments are made to align the assessments to the new standards, as well as, to provide professional development to support classroom instruction and student learning.

Accountability

In 2005, the Legislature directed the SBE to create a statewide accountability system that would identify schools and districts which are successful, in need of assistance, or those where students persistently fail; identify schools and districts in which improvement measures and appropriate strategies are needed; and determine when school districts should choose from a curricular and instructional materials menu (from 2007 session- SHB 1906). The SBE is proposing an Accountability Index that would score schools and districts based on Four Indicators: achievement, achievement vs. peers, improvement, and achievement by students of low income. The combined ratings from each indicator would produce an index score. Those schools and districts with the lowest scores would undergo deeper analysis to determine which need more help. The outcomes analyzed in the proposed system would include four assessments (reading, writing, math, science) and on-time graduation rates.

The SBE will advocate for the support necessary for possible implementation of the proposal. The SBE is currently working on developing a package that would outline the potential resources that would need to be in place for the proposal.

In the past two years the PESB has dramatically raised the standards for preparation and certification that will ensure beginning teachers have the knowledge and skills they need to support student achievement. Much of our remaining challenge and concern; however, relates to advocating and working with others toward achieving the necessary system supports needed to ensure an adequate and well-qualified educator workforce. In particular:

- Increased recruitment and production of teachers in geographic and subject matter shortage areas by our public institutions;
- Greater degree of preparation occurring through true, field-based partnerships between school districts and higher education institutions; and [standard V];
- Fully-funded statewide beginning teacher mentoring and induction support; and

- Implementation of educator quality data system to inform policy and practice.

Institutional Productivity

In 2007, the PESB added to the criteria for approval of new educator preparation programs that must demonstrate that their proposed program enrollment reflects state/regional need. This is not yet; however, a significant consideration as part of ongoing review of existing programs, which focuses primarily on the quality of preparation. The PESB will be examining the need for considering strategic enrollment strategies as part of program review when it conducts its review of current program design standards in 2008. But, particularly for public institutions, decisions about enrollment often occur beyond the college of education, at a higher level of institutional leadership.

The PESB is concerned about data that reflects that, for the most part, our institutions continue to produce a surplus of elementary teachers, above and beyond the teaching positions available in school districts. Despite overflowing with elementary candidates, institutions aren't reaching their enrollment capacity in shortage teaching areas such as math and science.

In addition, Washington has large pockets of the state, particularly in the north central and eastern regions, that are relatively unserved by a public or private higher education preparation program. These areas have little to no reasonable access to educator preparation and professional certificate programs or for retooling existing teachers to add shortage area subject knowledge endorsements. In 2007, the legislature provided a generous increase in scholarship funds for the Alternative Routes to Teaching Program. The PESB has issued two separate requests for proposals to institutions to apply to offer programs. However, in the last year and a half only two private institutions have been added, and no public institutions have indicated interest, despite PESB efforts to provide additional support.

Endorsement	Institutions' 3 year average of teachers produced									
	(*) includes alternative route programs									
	CWU	EWU	TESC	UW	UWB	UWT	WSU	WWU	Privates	TOTAL
Math	33*	8	2	7	0	1	12	23*	78*	164
All Science	27*	25	15	23	1	4	30	69*	158*	352
Elem Ed	303	174	17	69	74	56	354	345	982	2,034

Note: science total is # of endorsements, not teachers – teacher # would be lower; individual science teachers often hold multiple science endorsements (e.g. biology and earth science)

The PESB is not alone in feeling these frustrations. Last year, at a state education conference, 86 district leaders were asked if they felt they had true partnerships with an educator preparation program particularly related to the placement of student teachers in their buildings. All answered they felt their connection to preparation programs was more procedural than strategic as they felt required to “find slots for student teachers”.

Example – SLPs: Approximately 230 undergraduates complete Speech Language Pathologist (SLP) programs at four higher education institutions (U W Seattle, WSU, EWU, and WWU) in the state each year. If individuals with undergraduate degrees in SLP wish to practice in the public schools, they must earn a master’s degree and meet American Speech, Language and Hearing Association standards. The same four public higher education institutions offer an SLP masters degree, however combined they enroll on average only 80 master’s degree candidates. Approximately seventy-five percent of the state’s SLP undergraduates are not admitted to the state’s SLP masters programs. Of the approximately 80 enrolled in masters programs annually, 25% of those are from out-of-state, many of whom will return to their home state when they have completed their degree. Further narrowing the pipeline is the fact that of the roughly 60 that will complete their masters and remain in Washington, most will not choose to practice in the public schools, but favor clinical, hospital or private practice.

Resonating through national policy reports is a call for leadership and more accountability of public institutions of higher education to place greater priority and devote greater resources to their mission of producing highly qualified teachers. In 2006, the National Teaching Commission stated that, “*University trustees should pressure the leadership of their institutions to attend to teacher preparation reform and demand an annual report on what the university is doing to put K-12 teaching at the center of the university’s mission*”. The state of Louisiana has taken major steps to raise the level of institutional awareness and dialogue on educator preparation and production. One way they have done this is to require annual reports on teacher preparation program quality be submitted by the president of each institution, addressing how the preparation of teachers is reflected in the overall institutional mission.

The PESB needs the support of the Governor, Legislature, Higher Education Coordinating Board and others to effectively address this issue of preparation and production of the teachers we need in Washington with our public institutional leaders.

“Our best efforts at preparation and certification are for naught if educators burn out and leave the profession because they don’t have adequate support and resources” - PESB

Mentoring and Induction Support

Teacher preparation is just a first step for creating and sustaining a well-developed educator continuum that recruits, supports and retains its teachers. Research has pointed towards and

national education organizations say, focused support for new teachers through comprehensive mentoring and induction programs, such as Washington’s Teacher Assistance Program (TAP). Well-designed mentoring and induction programs are solely focused on the needs of beginning teachers, which are more or less “survival tactics,” assisting them through their first and second years of teaching. While not inexpensive, research has shown that investment in these kinds of programs reap long-term benefits to educators. Some studies have shown attrition can cost school districts up to \$45,000 per teacher leaver. Researchers Villar and Strong found that investing \$1 on teacher induction programs returns \$1.50 benefit in saved recruitment cost and accelerates the development of the new teacher resulting in higher student achievement when compared to new teachers that did not participate in mentoring and induction programs. While Washington has funded the TAP program since 1987, it has been funded at relatively the same amount each biennium and has not been scaled up to provide mentoring and induction support for all teachers. As the PESB works to create a continuum of educator development that ensures that with time and experience comes greater teaching competence, we must have the support of a fully-funded mentoring and induction system.

Washington’s existing data systems fall short in capturing all that matters in providing important facts about the teacher workforce and teaching quality. – UW, 2003

Educator Quality Data System

“We don’t know and have no means of knowing...” is too often the answer to inquiries posed by the Professional Educator Standards Board (PESB), policymakers and researchers regarding Washington’s system of educator preparation, certification and the qualifications of our educator workforce. The existing data sources do not capture integral information needed about the teacher workforce and teaching quality.

We don’t collect and don’t know data to answer these basic questions:

- To what extent and in what locations teacher assignments match their qualifications (e.g. whether a teacher teaching math is certified in math).
- Teacher qualifications related to student demographics (e.g. whether there is a relationship between high need schools and teacher qualifications).
- Whether teacher quality is equitably distributed statewide.
- Ability to locate and track teacher preparation program graduates to determine impact on student learning.

- Quantity or quality as well as teacher access to, or satisfaction with, state-approved in-service professional development.

Since 2003, the PESB has advocated for the Office of Superintendent of Public Instruction (OSPI) to develop and implement an educator workforce data system, to include an electronic certification system, called E-Cert, and integrate existing data sources and systems to yield information on educator credentials tied to their assignment. One PESB report stated, *“Beyond the improved efficiencies in certification processing that will be gained by this new system, the challenge and other important function of an E-Cert system is its ability to provide data useful to state policymakers by connecting with other data sources to provide a more comprehensive picture of the educator workforce.”* (Washington’s System for Preparing and Certifying Educators, 2005)

Unfortunately, over the last five years OSPI has been unable to fully implement this system, despite numerous plans and commitments.

The PESB seeks a multi-faceted and comprehensive educator workforce data system readily accessible by educators, districts and policy-makers. For educators, E-Cert would provide an efficient and accessible online application housing information for applying and renewing certificates. For districts, the system would allow easy access to an educator’s information, such as their preparation experience, certificates and endorsements held and other quality indicators, like a teacher’s highly qualified status. And for policy-makers, the system would efficiently report data yielding information tying an educator’s credentials with their teaching.

The PESB and SBE have joined together in requesting support from the Governor and Legislature to place stipulations to funding and deadlines that ensure an educator workforce data system is delivered and completed.

- By the end of 2010 the system must be completed.
- The system must respond to clearly defined needs and include specific data elements as identified by educational stakeholders, including the PESB, Washington School Personnel Association, legislative staff, and other relevant organizations.
- At a minimum, the system must include:
 - Full implementation of E-Cert

“[Washington] State officials and administrators are well aware of the strengths and weaknesses of their current data systems. In 2004, the state sponsored a data summit on the redesign of state data collectionbut this momentum seems to have stalled, and the next steps unclear. In Washington, there is widespread agreement that the technical, political, and ethical issues associated with developing a genuinely viable data system, and accompanying policies to ensure responsible use, require state leadership”

- Consortium for Policy Research in Education, 2005

- Ability to produce annual reporting of teacher assignment tied to endorsement information. Specifically, this should include the following for each certificated staff:
 - Whether and where they are assigned
 - Their teaching assignment versus their qualifications
 - Their qualifications related to student demographics by school

4. Our Continued Commitment to Collaboration

Ensuring that state policy enacted by each Board is in support of a coherent education system for our students takes more than identifying mutual goals and objectives; it takes a commitment to operate and interact with one another. As such, the SBE and PESB continue to commit to the following and will look for changes in practice that will support coherent, system-wide policy making. We are committed to raising student achievement for all of our students.

- Communication and Presence – Each Board will designate a liaison to attend the other Board’s meetings. Each Board will then have a standing agenda item during which the liaison will brief the full Board so that each Board is current on the other’s work.
- Leadership and Planning – The executive committees of each Board and staff will hold joint meetings to discuss and act on issues of common interest.
- Sharing Knowledge and Perspective – Joint ad-hoc committees will be formed on issues of mutual interest.
- Coordination – Both Boards will coordinate efforts with the Office of Superintendent of Public Instruction and other boards and agencies that inform the work and are affected by the policy making of both Boards.

Appendix A

Washington State Board of Education Members

- Five elected by local school directors (three from the west side of the state, two from the east side of the state)
 - Steve Dal Porto, Ed.D.
 - Phyllis Bunker Frank
 - Steven W. Floyd
 - Linda W. Lamb
 - Warren T. Smith, Sr., Vice Chair
- One private school representative elected by the members of the state-approved private schools
 - John C. “Jack” Schuster
- Superintendent of Public Instruction
 - Terry Bergeson, Ed.D.
- Seven Governor Appointees
 - Bernal Baca, Ed.D.
 - Amy Bragdon
 - Sheila Fox, Ph.D.
 - Eric Liu
 - Kristina Mayer, Ed.D.
 - Mary Jean Ryan, Chair
 - Jeff Vincent
- Two students selected through a process by the Washington Association of Student Councils. Students do not have voting rights.

Lorilyn Roller	Western Washington
Austianna Quick	Eastern Washington

State Board of Education Staff

Edie Harding, Executive Director
Kathe Taylor, Policy Director
Loy McColm, Executive Assistant
Brad Burnham, Policy and Legislative Specialist
Ashley Harris, Administrative Assistant

Appendix B

The Professional Educator Standards Board Members:

- Jill Van Glubt, of Fall City, is Chair of the PESB. Representing public school teachers, she is a teacher at Eastlake High School in the Lake Washington School District.
- Lori Blanchard, of Montesano, representing parents, is Chair of the Montesano School Board.
- June Canty, of Battle Ground, representing public higher education, is a Professor and the Director of Education Programs at Washington State University, Vancouver.
- Gary Cohn, of Port Angeles, representing superintendents, is the Superintendent of Port Angeles School District.
- Roger Erskine, of Olympia, representing Washington citizens, serves on the Board of the League of Education Voters.
- Theodore Howard II, of Seattle, representing public school principals, is the principal of Garfield High School in Seattle.
- Keith Hunziker, of Chehalis, representing public school teachers, is an elementary school teacher at Olympic Elementary School in Chehalis.
- Myra Johnson, of Tacoma, representing educational staff associates, is an elementary school counselor in the Clover Park School District.
- Shannon Lawson, of Spokane, representing public school teachers, is a teacher in the Cheney School District.
- Dora Noble, of Pasco, representing public school teachers, is a LL/literacy coach at Robert Frost Elementary in the Pasco School District.
- Ann Pulkkinen, of Maple Valley, representing educational staff associates, is a school social worker for the Tahoma School District.
- Grant Pelesky, of Puyallup, representing public school teachers, is a teacher at Fruitland Elementary in the Puyallup School district.
- Stephen Rushing, of Puyallup, representing public school principals, is the principal at Pioneer Valley Elementary School.
- Joyce Westgard, of Tenino, representing private higher education, is the dean of the college of education at St. Martin's University.
- Terry Bergeson, Ex-Officio, Washington State Superintendent of Public Instruction.
- Vacant – Classified Instructional Employee Representative
- Vacant – Private School Teacher Representative

- Vacant – Private School Principal Representative
- Member Profiles Updated: September 2008
- Vacant – Public Higher Education Representative
- Vacant – Two Public School Teacher Representatives

Professional Educator Standards Board Staff:

- Jennifer Wallace, Executive Director
- Pamela Cook, Executive Assistant
- Esther Baker, Program Director, Teacher Assessments
- Joseph Koski, Policy and Research Analyst
- Mea Moore, Coordinator of Educator Programs and Standards
- Erin Smessaert, Administrative Assistant

Appendix C

Washington State Board of Education

STRATEGIC PLAN 2009-2015



Introduction

The world is a more competitive place than it used to be, and our children must be much better prepared than graduates of 20 years ago. The vast majority of decent-paying jobs now require some kind of training or education after high school. Business leaders report they can't find qualified employees who can read operating manuals, write coherent memos and compute sales prices. There are significant differences in achievement among student populations, and too many of our students are still struggling with the basics.

In our fast-moving, high-tech, global economy, we need people who have strong skills in mathematics, science and communication. To succeed in life, whether buying a home, reading the newspaper, or applying for and keeping a job, people must be able to think critically and solve problems creatively. In recognition of this imperative, the legislature passed the Basic Education Act, in order to:

...provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

(1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities (RCW 28A.150.210 Basic education act — Goal).

The legislature recognizes that our schools should not only prepare all students to read, write and do mathematics, but also to understand scientific findings, reflect critically on contemporary issues, and appreciate the diversity of cultural and artistic contributions. Our children need these abilities in order to succeed personally and professionally in an increasingly global and competitive economy.

But for decades, we haven't reached all students – only some of them. We can no longer afford to let any student "fall through the cracks" of our education system. If students leave high school without the skills they need to succeed in life, they will struggle personally and professionally, because their choices will be limited. And they will have difficulty making informed decisions about everything from managing their money to electing local, state and national leaders.

For our children's sake, we must improve our schools and improve student results.

Mission, Goals and Indicators

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

To accomplish that mission, the Board has set itself three goals. These three goals are outcome-oriented and framed in terms related to students. They define the three major areas on which the Board will focus as it sets policy and carries out its oversight role. For each goal, we have indicators for which we have current data and trends at the state level.

GOAL 1: Improve achievement for all students

INDICATOR: Percent of students meeting assessment targets by subject, grade and population segment

This goal affirms the Board's commitment to set policy and standards that will be effective in increasing student mastery of critical subjects. In particular, the Board is committed to setting policies that will address discrepancies in learning between student populations. In addition, standards which students will be expected to achieve will be set at a level consistent with the skills required by employers and institutions of post-secondary learning.

This goal will require a concerted effort on the part of all partners over the foreseeable future. The Board's primary objective for the period of this strategic plan is to improve achievement in Math and Science, as measured by assessment results in math and science. Working with OSPI and PESB, the Board will advocate for increased alignment in the math and science curriculum and strengthening teacher preparation in those areas. The work under the Board's accountability initiative (a foundational strategy discussed below) and the Board's continued

work on CORE 24 to enhance graduation requirements will also support this goal. One purpose for the accountability system will be to recognize schools and districts that perform well and identify those that need targeted investments through the Board's proposed Innovation Zone as well as ultimate consequences for no improvement.

GOAL 2: Improve graduation rates

INDICATOR: Percent of students graduating using extended time by population

It is not enough to improve achievement in specific subject areas. We also must see a major improvement in the percentage of students who graduate from high school. Board policies and influence will also be aimed at supporting students in staying in school and accumulating the necessary credits for graduation over the course of high school.

To advance this goal, with the Board's adoption of the CORE 24 framework, it wants to make sure that the additional requirements do not cause more students to drop out of school. The Board will examine the reasons students drop out of high school by reviewing the current literature and ongoing projects in Washington State. The Board will also conduct a study on barriers perceived by students and their parents, examine how to operationalize competencies for high school credits, create a model of how alternative education could be strengthened for students, and determine what policies should be put in place to ensure the quality of online learning opportunities. This initiative on providing leadership in personalized education will be referred to as "Stop the Drop(out) Rate" or "Stop the Drop".

GOAL 3: Improve student preparation for post-secondary education and the 21st century world of work and citizenship

INDICATOR: Percent of students enrolled in post-secondary institutions or industry certification programs

Students must not only master the subjects but they must also be able to apply the skills and knowledge gained. Board policies will ensure that schools support the delivery of course material with opportunities for students to integrate academic learning with opportunities to apply that learning and explore pathways for work and learning beyond high school.

For this biennium, the Board's objective will be to improve the credibility of the high school diploma as an indicator of student readiness for life after high school. The Board has already adopted "CORE 24", which provides a policy framework for graduation requirements. Now it will begin the work on an implementation task force to address issues such as phase-in of credits and how to help struggling students retrieve credits and advance their skills to grade level. The board will work with its partners to address CORE 24 issues related to teacher supply, facility infrastructure and scheduling approaches that can meet the required 150 instructional hours. Finally, the Board will also investigate options for providing appropriate career exploration courses as well as career concentration options.

Strategies

There are four strategies that are foundational to achieving the Board goals.

Strategy 1: Advocate for the creation of a strategic compact among SBE, OSPI, PESB, local school districts and other key stakeholders to forge a system approach to achieve the goals.

This is the cornerstone among the foundational strategies. The Board alone can do little to improve student success. The policies it sets must be operationalized by many others at the state and local level. As the Board tackles the work related to its goals, the Board will seek and welcome opportunities to partner with others who can influence the direction of K-12.

Strategy 2: Implement a clear, workable statewide accountability system - with shared responsibility between the state and local school districts - that fosters a learning culture, helps assess progress and informs policy-making.

Like the compact, this strategy is absolutely essential to improving K-12 outcomes. An effective accountability system is one that provides the information and data that allows managers and decision-makers to determine if things are improving, declining or having the same effect. An accountability system ensures that the feedback loop is closed and that appropriate incentives and support exist to produce and reinforce improvement. In collaboration with others, the Board intends to strengthen the data collection and review system to identify schools and districts that are effective, as well as those in which improvement is needed, and then to designate the authority and a process for ensuring that schools and districts take the necessary steps to improve.

The Board began work on a statewide performance accountability system during 2007-08, and expects to complete its research and recommendations in the fall of 2008. This will allow it to prepare its recommended budget request and suggested law changes, and to inform the work of the joint Basic Education Funding Task Force.

Strategy 3: Develop a comprehensive data system to inform management and instructional decisions.

An accountability system depends on the existence of credible, timely and accessible data. While the high-level indicators of success are generally agreed on, the data to track progress at the 'objective' level is not always of good quality. Significant gaps in availability and in access also exist. The Board will advocate for the development within the system of a shared base of data on which to base decisions and track progress toward goals.

Strategy 4: Advocate for results, and policies and resources to achieve them.

In developing policies to advance its goals, the Board will focus on practices that are – based on the evidence - most likely to ensure positive results in student outcomes. The

Board will then advocate for the adoption of these practices in graduation requirements, curriculum, teacher preparation and other aspects of quality education. The Board will also use its influence to advocate for the resources necessary to operationalize its policies, and is working closely with the Basic Education Funding Task Force toward that end.

Appendix D

Professional Educator Standards Board 2008 Strategic Plan



Goal – outcome statements that define what an organization is trying to accomplish both programmatically and organizationally

Ends Policy – Part of the Carver Policy Governance model, Ends policies are “organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good for which recipients at what cost or priority)”

Objective – precise, measurable actions that support the completion of a goal

Finding from PESB Comprehensive Analysis Report -

“Although educator preparation programs are required to produce a significant amount of data related to various aspects of program quality, these data are not systematically compiled in a way that provides a comprehensive picture, across institutions, that can be accessed and reviewed by policymakers or the public” - PESB

- Goal 1:** A state-level system for assessing educator preparation program quality
- Ends Policy:** State policy makers, educators, and the public will have access to clear and comprehensive information on educator preparation program quality, focused on impact on student learning, to monitor program quality and make necessary changes in policy.
- Objective 1.1:** Achieve explicit connections between pre-service preparation and knowledge and skills required in classrooms and schools
- Objective 1.2:** Evaluate and adopt policy related to annual data reporting requirements for Professional Education Advisory Boards
- Objective 1.3:** Ensure content-specific expertise within the endorsement program review process
- Objective 1.4:** Identify criteria and means for public reporting of innovative practices of approved teacher preparation programs
- Objective 1.5:** Provide comprehensive information and data to be made public via the PESB and OSPI websites

Finding from PESB Comprehensive Analysis Report -

“Currently, student performance data and strategies for school and student learning improvement are not systematically shared with educator preparation programs or used to drive preparation program improvement” “Student performance data must be used to drive coordinated strategic planning between P-12 and higher education to improve student learning and close the achievement gap.” - PESB

Goal 2: Ongoing strategic planning across sectors grounded in student performance data

Ends Policy: Educator preparation programs and P-12 state and local leadership will routinely engage in collaborative strategic planning that is grounded in K-12 student performance data to inform programmatic and policy changes to improve student learning.

Objective 2.1: Facilitate new opportunities for collaborative strategic planning

Finding from PESB Comprehensive Analysis Report -

“Recognizing the value of field-based experiences in the preparation of educators, we need to increase support available for partnerships. Increased support for partnerships can create opportunities to apply research and best practices to real-life situations and have larger implications for system-wide changes in policy and practice” – PESB

Goal 3: Incentives and supports for model partnerships

Ends Policy: Higher education institutions and school districts will jointly operate field-based partnerships to address challenges or pilot promising practices in both educator preparation and school improvement efforts.

Ends Policy: Deans and directors of colleges of education and colleges of liberal arts and science will operate collaboratively, reflecting shared goals and perspectives, to achieve truly evidence-based preparation of educators.

Objective 3.1: Create and sustain district/higher education partnerships.

Objective 3.2: Dissolve institutional barriers through model strategies for effective collaboration between deans/director of colleges of education and colleges of liberal arts and sciences.

Finding from PESB Comprehensive Analysis Report -

“Standards for educator prep and cert need to not only align with today’s student standards, but need to be reviewed and revised in anticipation of what our students will need to know and be able to do in the future . . . They must be out ahead of the curve, reflecting research and rigorous dialogue” “Concern exists as to whether math-related endorsement competencies reflect current research re: the critical math content and pedagogy teachers providing math instruction should possess” - PESB

Goal 4: An agreed-upon and widely understood system for review and revision of high and relevant preparation standards and certification requirements for all educators

Ends Policy: All WA educators will be prepared and certified according to high and rigorous standards to ensure they are effective in helping students meet or exceed state learning goals.

Objective 4.1: Ensure process for initial program approval, ongoing review and reapproval, as well as any reporting requirements, are clearly articulated in WAC and PESB guidelines

Objective 4.2: Focus standards on diversity in cultural knowledge and respect; use of technology in a global world; applied learning; and personalization that allows for effective, meaningful connections with students.

Objective 4.4: Ensure that program designs and requirements of educator preparation programs reflect the shift to evidence-based standards

Objective 4.5: Ensure provision of technical assistance and support for educator programs to transition to evidence-based knowledge and skill standards.

Objective 4.6: Ensure that interstate reciprocity agreements and requirements for out-of-state institutions /candidates uphold high standards without discouraging entry into WA educator profession.

Finding from PESB Comprehensive Analysis Report -

“Washington’s existing data sources stop short of capturing all that matters in providing important facts about the teacher workforce and teaching quality” - UW, 2003

Goal 5: State-level capacity and coordination in collecting and analyzing critical data for decision making.

Ends Policy: State policymakers, educators and citizens will have access to comprehensive information about the educator workforce, provided

through a coordinated state data system, for tracking progress and informing decision making.

Objective 5.1: Advocate for legislative policy and funding to support the development and implementation of an educator workforce data system to inform policy development and analysis, including ability to track educator assignment and credentials.

Finding from PESB Comprehensive Analysis Report –

Greater access, opportunity, and system options for educators to become appropriately credentialed must be created statewide to eliminate the necessity for out-of-endorsement assignment. The best systems of preparation and certification are of little impact if educators are not assigned in the field in which they were prepared and certified. – PESB.

Goal 6: Realistic strategies for ending out-of-field assignment

Ends Policy: All Washington teachers will be assigned in roles appropriate for their state-issued certificate to ensure all students receive instruction from teachers who possess adequate knowledge and skills related to the subjects they teach.

Objective 6.1: Create more options, access and incentives to gain additional endorsements

Objective 6.1: Develop a plan and a timeline for policy changes ending out-of-endorsement assignment by 9/2009

Finding from PESB Comprehensive Analysis Report -

“Washington State has no system for tracking the quality, quantity, access to or satisfaction with state-approved in-service professional development. No central source of information on providers, ratings, or recommendations by consumers exists. - PESB “Math Teachers Count” Report, 2004

“Put simply, the continuing education system treats virtually anything as suitable ‘continuing education’ for teachers, as the number of approved providers is vast and highly varied. Continuing graduate education, as well, can cover a multitude of educational experiences, some related directly to teaching but many not. In short, these investments in professional learning often have little to do with the purposes of the state’s educational reform or specific learning needs of teachers”.6 – UW, 2003

Goal 7: New standards and state system to ensure high quality professional development for educators

Ends Policy: State approved providers of professional development will be held to high quality standards that reflect certification standards and student learning improvement goals to ensure accountability for high quality offerings.

Ends Policy: All Washington educators will have access to information, and opportunity to participate in, high quality professional development that enhances their capacity to positively impact student learning.

Objective 7.1: Establish standards in WAC for all state-approved providers of continuing education that reflect research-based effective practices in professional development; the Washington Professional Development Guidelines; and alignment with Washington's certification standards, EALRs, and GLEs.

Objective 7.2: Transition to certificate renewal requirements / processes that complement evidence-based educator preparation and development.

Finding from PESB Comprehensive Analysis Report -

“A greater repertoire of options for educator preparation must be added to those that currently exist. There are still geographic regions in Washington State where individuals who wish to become educators lack reasonable access to a preparation program. Additionally, some individuals need greater flexibility in preparation program design to meet their needs. Criteria for approving new preparation programs should include clear demonstration of how the program will expand current options, in terms of providing greater access and ability to address state goals and candidate needs

Goal 8: Enhanced access and expanded program delivery options for pre-service educator preparation

Ends Policy: All prospective educators in Washington will have affordable access to evidence-based educator preparation programs regardless of geographic location to help ensure equity and an effective state system of supply and demand.

Objective 8.1: Support institutions in implementing greater use of technology in pre-service preparation; including greater use of online technology and strategies for more effective use of the K-20 network.

Objective 8.2: Expand options and access to educator preparation

Finding from PESB Comprehensive Analysis Report -

“Washington’s educator shortages are in specific teaching subject areas, educator roles, and geographic regions of the state. . . . Thus a targeted state systems approach to recruitment and preparation is needed”

Goal 9: Systemic and strategic approach to educator recruitment

Ends Policy: Financial and other forms of incentives, together with easily navigated processes for state certification, will encourage and facilitate prospective educators to practice in Washington State to ensure an adequate supply of highly qualified educators.

Educator recruitment strategies will attract more diverse candidates to educator professions so that Washington’s educator workforce will reflect the diversity of its student population.

Objective 9.1: Annually convene the leadership of higher education educator preparation programs, state agencies, school districts and community organizations to discuss and develop a collective strategy for impacting educator recruitment

Objective 9.2: Identify and eliminate unnecessary policy and practice barriers to entry into the professions.

Finding from PESB Comprehensive Analysis Report -

“Our best efforts at preparation and certification are for naught if educators burn out and leave the profession because they don’t have adequate support and resources.”

Goal 10: A state-supported career-long continuum of educator development

Ends Policy: All Washington educators will report receiving adequate professional support and resources to ensure they are effective in their professional roles throughout their career.

Objective 10.1: Support state policy and funding requests to support high-quality, sustained beginning teacher induction and mentoring

Objective 10.2: Provide professional support for current workforce