

November 30, 2022

Esteemed board members, colleagues, and state-level decision makers,

In response to [RCW 28A.305.035](#), the Professional Educator Standards Board (PESB) and the State Board of Education (SBE) are pleased to report on the “the progress the boards have made and the obstacles they have encountered, individually and collectively, in the work of achieving the goals” of basic education in Washington state. The PESB and the SBE are committed to a thriving and productive partnership that builds on each organization's role and position in governance and oversight of our state's public education system.

In an effort to build stronger partnerships across the organizations, the PESB and SBE have taken specific steps to ensure better **collaboration and cooperation**. These include direct board-member-to-board member meetings and conversations, shared office space, shared operations staff position, participation in workgroups, collaboration on developing agency PEAR plans (EO 22-04), and identification of shared values and priorities. This has led to new opportunities for working together towards common goals. As small agencies with big impact, both agencies have identified needs in accessing and analyzing data to inform and strengthen policies and initiatives that advance educational justice. In addition, we share interest in exploring innovative ways to enhance efficiency and meet administrative needs.

The boards have found common purpose, values, and priorities related to improving **equity in education** and closing the education opportunity and achievement gaps for students in the K-12 system and pathways to teacher certification. Members and staff of both boards have participated in anti-racist professional development and are currently working with stakeholders to develop Pro-Equity Antiracism strategic plans in response to Executive Order 22-04. For more information, see [SBE's Equity webpage](#) and [PESB's Equity initiatives webpage](#).

In addition, both boards are working to strengthen **authentic engagement with students, families, and educators** who are directly impacted by the policies developed by each board, with a focus on engaging with those furthest from educational justice who have historically been excluded from the policy development process. In support of this work, SBE has a new Student, Family, and Community Engagement Coordinator staff position dedicated to helping the Board build relationships with community partners and better center the voices of those impacted to ensure the Board's policy work is more responsive to student and family needs. Additionally, PESB has two full-time staff enrolled in the University of Washington's Native Education certificate program to improve our background knowledge and strengthen our approaches to working with tribes by centering educational equity, racial justice, and decolonization in our outreach efforts. PESB will be submitting a decision package in the future to operationalize the learning as demand increases.

## Project highlights

**Accountability system redesign:** The COVID-19 pandemic revealed the degree to which the statewide accountability system is dependent on traditional educational outcomes, like the indicators of educational system health under RCW 28A.150.550 and the measures used for the Washington School Improvement Framework. In order to develop a clearer image of Washington's educational system health, the SBE engaged with the Learning Policy Institute (LPI) to expand the indicators to include input measures that collectively define the conditions for learning. The intent of this work is to refocus our attention to the goals of basic education and to include opportunity-to-learn measures (educational inputs) that better support our state's accountability and recognition system of continuous improvement in K-12 education. The new approach will provide cohesive information about the resources being provided, how students are experiencing learning, and students' progress toward more robust and meaningful outcome measures at the building, district, and state levels. These measures will help educators assess how things are working and how well students are learning and will help identify what actions are needed to ensure that students have sufficient learning opportunities and that the system is operating effectively and equitably. Specifically, these practices will help the state support students to better meet the state's basic K-12 education goals specified in [RCW 28A.150.210](#). For more information, see the [Accountability webpage](#) and forthcoming legislative report due in December of 2022.

**Just system of oversight:** As a state education agency with statutory authority over preparation programs, PESB aspires to ensure that preparation programs are cared for. Like the educators who work with the students and families, we, too, have high expectations. Like educators, PESB must have systems of significant support to facilitate the achievement of high expectations. We intend to precede every significant change in accountability with professional learning with and for the groups we regulate. For example, we recently adopted the CCDEI standards, and we are redeveloping our review of preparation programs. We will be bringing together preparation programs and clock hour providers to engage in professional development so that the pursuit of educational excellence will be conducted justly.

**Mastery-Based Learning Collaborative:** The Legislature provided funding in the 2021-23 operating budget (Sec. 502 of ESSB 5092) for implementation of mastery-based learning in school district demonstration sites. The initial funding of \$5M for the biennium (\$1.5M in FY22 and \$3.5M in FY23) is for "grants to school districts, professional development of school district staff, and implementation support provided by the state board of education." The current cohort includes 20 schools in 13 districts. Grantees are required to report on impacts and participate in a collaborative to share best practices. The success of this demonstration project relies on collaborative leadership, with the State Board of Education sharing executive sponsorship with the Professional Educator Standards Board and the Office of Superintendent

of Public Instruction. For more information, see the [Mastery-based Learning Collaborative webpage](#).

**Cultural competency, diversity, equity, and inclusion standards (CCDEI):** Through ESSB 5044, a bill passed by the Legislature in April 2021, PESB was tasked with reviewing and revising the state’s 2009 standards to ensure every educator in our state is prepared, trained, and equipped with the knowledge, skills, and tools necessary to create stronger, more supportive student-centered learning environments. A major component of advancing equity in education is ensuring that each and every student learns from well-prepared educators. As such, a critical step in an educator’s preparation journey is their ability to demonstrate cultural responsiveness, and center diversity, equity, and inclusion in the ways they support their students. The CCDEI standards equip educators with the tools they need to do this. The revised standards apply to all educator roles and will be used in the preparation of educator candidates and in professional learning opportunities throughout an educator’s career. [View the standards](#).

**Certificate renewal requirements:** Professional learning on equity-based school practices equips educators to facilitate learning and growth for each and every student. Beginning July 1, 2023, teacher and administrator certificate renewal applications must include evidence of professional learning focused on equity-based school practices ([HB 1426](#)). Of the 100 required clock hours, teachers must complete 15 clock hours focused on equity-based school practices. Teachers who also hold STEM-related endorsements must also complete 15 clock hours in STEM integration. Administrators must complete 10 clock hours on equity-based school practices, 10 clock hours on national educational leadership standards, and five clock hours on government-to-government relations with tribal nations. The new certificate renewal requirements may only be offered by [legislatively designated providers](#). Educators must continue to meet existing certificate renewal requirements. ESSER funds will be used to support implementation of the standards with preparation programs and clock hour providers.

For more information regarding these and other efforts, please see the following documents and reports:

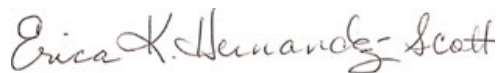
| Professional Educator Standards Board  | State Board of Education   |
|--|--|
| <p>The purpose of the Professional Education Standards Board is to establish policies and requirements for the preparation and certification of Washington’s educators.</p>  | <p>The purpose of the State Board of Education is to:</p> <ul style="list-style-type: none"> <li>● Provide advocacy and oversight of public education</li> <li>● Implement a standards-based accountability system to improve student academic achievement</li> <li>● Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles</li> <li>● Promote achievement of the goals of basic education</li> </ul>  |
| <p><a href="#">Agency Overview</a></p>   | <p><a href="#">Agency Overview</a></p>   |
| <p><a href="#">Agency Strategic Plan</a></p>   | <p><a href="#">Strategic Plan</a></p>  |
| <p><a href="#">2023 Legislative Priorities</a></p>   | <p><a href="#">2023 Legislative Platform</a></p>   |
| <p><b>PESB Members (12):</b></p> <ul style="list-style-type: none"> <li>● Amy Frost (Chair), Governor appointed (teacher)</li> <li>● Adam Aguilera, Governor appointed (teacher)</li> <li>● Krestin Bahr, Governor appointed (superintendent)</li> <li>● Amy Campbell, Governor appointed (teacher)</li> <li>● Alejandro Castro-Wilson, Governor appointed (teacher)</li> <li>● Tenesha Fremstad, Governor appointed (principal)</li> <li>● Ron Jacobson, Governor appointed (higher education)</li> <li>● Michaela Miller, Governor appointed (OSPI)</li> <li>● Maribel Vilchez, Governor appointed (teacher)</li> <li>● <i>3 open positions</i></li> </ul> | <p><b>SBE Members (16):</b></p> <ul style="list-style-type: none"> <li>● Bill Kallappa II (Chair), Governor appointed</li> <li>● Harium Martin-Morris (Vice Chair), Governor appointed</li> <li>● MJ Bolt, WSSDA elected</li> <li>● Dr. Dana Riley Black, Governor appointed</li> <li>● Donalda Brantley, Student Member</li> <li>● Ryan Brault, WSSDA elected</li> <li>● Brooke Brown, Governor appointed</li> <li>● Jan Brown, private school elected</li> <li>● Mary Fertakis, M.Ed, WSSDA elected</li> <li>● Dr. Angela Griffin, WSSDA elected</li> <li>● Dr. Paul Pitre, Governor appointed</li> <li>● Dr. Susana Reyes, Governor appointed</li> <li>● Chris Reykdal, State Superintendent</li> <li>● Pavan Venkatakrishnan, Student Member</li> <li>● Kevin Wang, Governor appointed</li> <li>● Patty Wood, WSSDA elected</li> </ul> |

PESB adopted its strategic plan in January 2021 and is making progress towards its 2021-2025 goals. The SBE is making progress towards its 2019-2023 strategic plan goals and will be launching work in 2023 to develop its next strategic plan.

As we look ahead to the 2023 and 2024 legislative sessions and the 2023-25 biennium, the time is now to focus on investments and strategies for addressing the long-term impacts of the pandemic, as well as long-standing challenges and inequities in the education system. As the state focuses on recovery, we must take the opportunity to rethink how instruction is delivered and how to best meet the varied needs of the diverse students in our system. This includes supporting a holistic approach to create conditions needed for engagement, enhancing relevance and personalization of learning experiences, and expanding and strengthening opportunities for powerful growth and development.

The State Board of Education and Professional Educator Standards Board see recovery from the pandemic as an opportunity to transform Washington's education system into one that serves each and every student equitably. To this end, we are committed to working together for bold system change. Only through close collaboration can we gain momentum in forward progress and collectively address barriers to student learning and well being.

Respectfully,

Handwritten signature of Erica K. Hernandez-Scott in blue ink.

Erica Hernandez-Scott  
Interim Executive Director  
Professional Educator Standards Board

Handwritten signature of Randy Spaulding in blue ink.

Randy Spaulding  
Executive Director  
Washington State Board of Education