Chapter 181-78A WAC
APPROVAL STANDARDS FOR PERFORMANCE-BASED PREPARATION PROGRAMS FOR TEACHERS, ADMINISTRATORS, AND EDUCATIONAL STAFF ASSOCIATES

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WAC

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DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

181-78A-151 Preparation of superintendents. [WSR 06-02-051, recodified as § 181-78A-151, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-151, filed 12/23/98, effective 1/23/99.] Repealed by WSR 11-01-047, filed 12/7/10, effective 1/7/11. Statutory Authority: RCW 28A.410.210.

181-78A-200 Basic skills. [WSR 06-02-051, recodified as § 181-78A-200, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, §

180-78A-200, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-200, filed 12/23/98, effective 1/23/99.] Repealed by WSR 11-01-047, filed 12/7/10, effective 1/7/11. Statutory Authority: RCW 28A.410.210.

181-78A-210 Joint professional education advisory board. [Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-210, filed 12/7/10, effective 1/7/11. WSR 06-02-051, recodified as § 181-78A-210, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-210, filed 12/23/98, effective 1/23/99.] Repealed by WSR 21-08-023, filed 3/29/21, effective 4/29/21. Statutory Authority: Chapter 28A.410 RCW.

181-78A-250 Approval standards professional education advisory board. [Statutory Authority: RCW 28A.410.210. WSR 13-11-080, § 181-78A-250, filed 5/17/13, effective 6/17/13; WSR 09-20-110, § 181-78A-250, filed 10/7/09, effective 11/7/09; WSR 07-04-004, § 181-78A-250, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-250, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-250, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 03-19-020, § 180-78A-250, filed 9/5/03, effective 10/6/03. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-250, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) through (4). WSR 01-13-106, § 180-78A-250, filed 6/20/01, effective 7/21/01. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-250, filed 12/23/98, effective 1/23/99.] Repealed by WSR 19-15-144, filed 7/24/19, effective 8/24/19. Statutory Authority: Chapters 28A.410 and 28A.413 RCW.

181-78A-255 Approval standard—Accountability. [Statutory Authority: RCW 28A.410.210. WSR 14-23-082, § 181-78A-255, filed 11/19/14, effective 12/20/14; WSR 14-07-064, § 181-78A-255, filed 3/17/14, effective 4/17/14. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468]. WSR 10-17-029, § 181-78A-255, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-255, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-255, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) through (4). WSR 02-04-014, § 180-78A-255, filed 1/24/02, effective 2/24/02; WSR 01-13-106, § 180-78A-255, filed 6/20/01, effective 7/21/01. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-255, filed 12/23/98, effective 1/23/99.] Repealed by WSR 19-15-144, filed 7/24/19, effective 8/24/19. Statutory Authority: Chapters 28A.410 and 28A.413 RCW.

181-78A-261 Approval standard—Program resources and governance. [Statutory Authority: RCW 28A.410.210. WSR 10-23-028, § 181-78A-261, filed 11/8/10, effective 12/9/10; WSR 09-20-100, § 181-78A-261, filed 10/7/09, effective 11/7/09; WSR 06-14-010, § 181-78A-261, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-261, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) through (4). WSR 02-04-014, § 180-78A-261, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-261, filed 12/23/98, effective 1/23/99.] Repealed by WSR 19-15-144, filed 7/24/19, effective 8/24/19. Statutory Authority: Chapters 28A.410 and 28A.413 RCW.

181-78A-264 Approval standard—Program design. [Statutory Authority: RCW 28A.410.210. WSR 16-04-129, § 181-78A-264, filed 2/3/16, effective 3/5/16; WSR 14-23-068, § 181-78A-264, filed 11/18/14, effective 12/19/14; WSR 14-07-067, § 181-78A-264, filed 3/17/14, effective 4/17/14; WSR 12-02-028, § 181-78A-264, filed 12/28/11, effective 1/28/12. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468]. WSR 10-17-029, § 181-78A-264, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210. WSR 10-07-077, § 181-78A-264, filed 3/17/10, effective 4/17/10; WSR 06-14-010, § 181-78A-264, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-264, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 05-23-040, § 180-78A-264, filed 11/9/05, effective 12/10/05; WSR 04-21-038, § 180-78A-264, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.410.010. WSR 03-19-021, § 180-78A-264, filed 9/5/03, effective 10/6/03. Statutory Authority: RCW 28A.305.130 (1) through (4). WSR 02-04-014, § 180-78A-264, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.410.010, 28A.305.130 (1) and (2). WSR 01-03-153, § 180-78A-264, filed 1/24/01, effective 2/24/01; WSR 99-23-023, § 180-78A-264, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-264, filed 12/23/98, effective 1/23/99.] Repealed by WSR 19-15-144, filed 7/24/19, effective 8/24/19. Statutory Authority: Chapters 28A.410 and 28A.413 RCW.

181-78A-270 Approval standard—Knowledge and skills. [Statutory Authority: RCW 28A.410.210. WSR 14-07-067, § 181-78A-270, filed 3/17/14, effective 4/17/14; WSR 13-16-076, § 181-78A-270, filed 8/6/13, effective 9/6/13; WSR 12-18-004, § 181-78A-270, filed 8/23/12, effective 9/23/12; WSR 12-04-036, § 181-78A-270, filed 1/27/12, effective 2/27/12; WSR 11-15-049, § 181-78A-270, filed 7/15/11, effective 8/15/11. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468]. WSR 10-17-029, § 181-78A-270, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210. WSR 07-23-046, § 181-78A-270, filed 11/14/07, effective 12/15/07; WSR 06-14-010, § 181-78A-270, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-270, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.401.010 [28A.410.010]. WSR 04-21-038, § 180-78A-270, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.410.010. WSR 04-04-089, § 180-78A-270, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-270, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) through (4). WSR 02-04-018, § 180-78A-270, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-270, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-270, filed 12/23/98, effective 1/23/99.] Repealed by WSR 19-15-144, filed 7/24/19, effective 8/24/19. Statutory Authority: Chapters 28A.410 and 28A.413 RCW.

181-78A-272 Approval of residency certificate preparation programs for principals/program administrators, school psychologists, school counselors and school social workers. [Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-272, filed 12/7/10, effective 1/7/11; WSR 07-04-002, § 181-78A-272, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-272, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-272, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 04-20-089, § 180-78A-272, filed 10/5/04, effective 11/5/04.] Repealed by WSR 15-06-028, filed 2/25/15, effective 3/28/15. Statutory Authority: RCW 28A.410.210.

181-78A-300 Educator preparation program provider requirements. [Statutory Authority: Chapter 28A.410 RCW. WSR 20-04-083, § 181-78A-300, filed 2/4/20, effective 3/6/20; WSR 18-17-089, § 181-78A-300, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 15-08-054, § 181-78A-300, filed 3/27/15, effective 4/27/15.] Repealed by WSR 21-08-023, filed 3/29/21, effective 4/29/21. Statutory Authority: Chapter 28A.410 RCW.

181-78A-308 Special consideration for certain former paraeducators. [WSR 06-02-051, recodified as § 181-78A-308, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-308, filed 12/23/98, effective 1/23/99.] Repealed by WSR 19-15-144, filed 7/24/19, effective 8/24/19. Statutory Authority: Chapters 28A.410 and 28A.413 RCW.

181-78A-310 Program approval—Teachers, collaboration with K-12 schools. [Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-310, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-310, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-310, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-310, filed 12/23/98, effective 1/23/99.] Repealed by WSR 13-20-032, filed 9/24/13, effective 10/25/13. Statutory Authority: RCW 28A.410.210.

181-78A-315 Program approval requirement—Field experience for school counselors. [WSR 06-02-051, recodified as § 181-78A-315, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-315, filed 12/23/98, effective 1/23/99.] Repealed by WSR 10-17-029, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468].

181-78A-317 Program approval requirement—Field experience for school psychologists. [WSR 06-02-051, recodified as § 181-78A-317, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-317, filed 12/23/98, effective 1/23/99.] Repealed by WSR 10-17-029, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468].

181-78A-319 Program approval requirement—Field experience for school social workers. [Statutory Authority: RCW 28A.410.210. WSR 07-19-059, § 181-78A-319, filed 9/14/07, effective 10/15/07. WSR 06-02-051, recodified as § 181-78A-319, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 05-15-022, § 180-78A-319, filed 7/7/05, effective 8/7/05; WSR 04-21-038, § 180-78A-319, filed 10/15/04, effective 11/15/04.] Repealed by WSR 10-17-029, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468].

181-78A-325 Program approval requirement—Field experience for all administrators. [Statutory Authority: RCW 28A.410.210 and 2009 legislative budget reductions. WSR 09-20-093, § 181-78A-325, filed 10/6/09, effective 11/6/09. Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-325, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-325, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-325, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-325, filed 12/23/98, effective 1/23/99.] Repealed by WSR 10-17-029, filed 8/9/10, effective 9/9/10. Statutory Authority: RCW 28A.410.210 and 2009 c 548, 2010 c 235, 2009 c 128 [2009 c 468].

181-78A-340 Pilot of multiple measures for the teacher performance assessment. [Statutory Authority: Chapter 28A.410 RCW. WSR 20-16-030, § 181-78A-340, filed 7/25/20, effective 8/25/20.] Repealed by WSR 21-15-084, filed 7/16/21, effective 8/16/21. Statutory Authority: Chapter 28A.410 RCW.

181-78A-500 Professional certificate program approval. [Statutory Authority: RCW 28A.410.210. WSR 13-14-026, § 181-78A-500, filed 6/25/13, effective 7/26/13; WSR 09-22-023, § 181-78A-500, filed 10/26/09, effective 12/1/11; WSR 09-16-053, § 181-78A-500, filed 7/29/09, effective 8/29/09; WSR 07-04-004, § 181-78A-500, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-500, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-500, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.401.010 [28A.410.010]. WSR 04-21-038, § 180-78A-500, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-500, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305 [28A.305.130] (1) and (2). WSR 00-13-064, § 180-78A-500, filed 6/16/00, effective 7/17/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-500, filed 12/23/98, effective 1/23/99.] Repealed by WSR 17-15-136, filed 7/19/17, effective 8/19/17. Statutory Authority: RCW 28A.410.210.

181-78A-505 Overview—Teacher professional certificate program. [Statutory Authority: RCW 28A.410.210. WSR 07-04-004, § 181-78A-505, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-505, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-505, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28 410.010 [28A.410.010]. WSR 05-15-054, § 180-78A-505, filed 7/12/05, effective 8/12/05. Statutory Authority: RCW 28A.210.160. WSR 03-23-037, § 180-78A-505, filed 11/12/03, effective 12/13/03. Statutory Authority: RCW 28A.410.010. WSR 03-04-025, § 180-78A-505, filed 1/27/03, effective 2/27/03. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-505, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010. WSR 02-14-111, § 180-78A-505, filed 7/2/02, effective 8/2/02. Statutory Au-

thority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-505, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-505, filed 12/23/98, effective 1/23/99.] Repealed by WSR 09-22-023, filed 10/26/09, effective 12/1/11. Statutory Authority: RCW 28A.410.210.

181-78A-507 Overview—Principal/program administrator professional certificate programs. [Statutory Authority: RCW 28A.410.210. WSR 12-18-004, § 181-78A-507, filed 8/23/12, effective 9/23/12; WSR 09-16-053, § 181-78A-507, filed 7/29/09, effective 8/29/09; WSR 07-08-050, § 181-78A-507, filed 3/28/07, effective 4/28/07; WSR 06-14-010, § 181-78A-507, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-507, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 05-23-042, § 180-78A-507, filed 11/9/05, effective 12/10/05; WSR 04-21-039, § 180-78A-507, filed 10/15/04, effective 11/15/04; WSR 04-04-010, § 180-78A-507, filed 1/23/04, effective 2/23/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-507, filed 8/26/02, effective 9/26/02.] Repealed by WSR 17-11-141, filed 5/24/17, effective 6/24/17. Statutory Authority: RCW 28A.410.210.

181-78A-509 Overview—Educational staff associate—School counselor/school psychologist professional certificate programs. [Statutory Authority: RCW 28A.410.210. WSR 12-18-004, § 181-78A-509, filed 8/23/12, effective 9/23/12; WSR 07-19-056, § 181-78A-509, filed 9/14/07, effective 10/15/07; WSR 07-04-005, § 181-78A-509, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-509, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-509, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.401.010 [28A.410.010]. WSR 04-21-038, § 180-78A-509, filed 10/15/04, effective 11/15/04.] Repealed by WSR 17-11-141, filed 5/24/17, effective 6/24/17. Statutory Authority: RCW 28A.410.210.

181-78A-510 Responsibilities of the professional certificate administrator. [Statutory Authority: RCW 28A.410.210. WSR 09-16-053, § 181-78A-510, filed 7/29/09, effective 8/29/09. WSR 06-02-051, recodified as § 181-78A-510, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-510, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-510, filed 12/23/98, effective 1/23/99.] Repealed by WSR 17-11-141, filed 5/24/17, effective 6/24/17. Statutory Authority: RCW 28A.410.210.

181-78A-515 Program approval standards for professional certificate approved programs. [Statutory Authority: RCW 28A.410.210. WSR 09-22-023, § 181-78A-515, filed 10/26/09, effective 12/1/11; WSR 07-04-004, § 181-78A-515, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-515, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-515, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-515, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-515, filed 12/23/98, effective 1/23/99.] Repealed by WSR 17-15-136, filed 7/19/17, effective 8/19/17. Statutory Authority: RCW 28A.410.210.

181-78A-520 Approval standard—Professional education advisory board. [Statutory Authority: RCW 28A.410.210. WSR 12-18-003, § 181-78A-520, filed 8/23/12, effective 9/23/12; WSR 09-22-023, § 181-78A-520, filed 10/26/09, effective 12/1/11; WSR 09-16-053, § 181-78A-520, filed 7/29/09, effective 8/29/09; WSR 07-04-004, § 181-78A-520, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-520, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-520, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-520, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-520, filed 12/23/98, effective 1/23/99.] Repealed by WSR 17-15-136, filed 7/19/17, effective 8/19/17. Statutory Authority: RCW 28A.410.210.

181-78A-525 Approval standard—Accountability. [Statutory Authority: RCW 28A.410.210. WSR 12-18-003, § 181-78A-525, filed 8/23/12, effective 9/23/12; WSR 09-22-023, § 181-78A-525, filed 10/26/09, effective 12/1/11; WSR 09-16-053, § 181-78A-525, filed 7/29/09, effective 8/29/09; WSR 07-15-053, § 181-78A-525, filed 7/13/07, effective 8/13/07; WSR 07-04-004, § 181-78A-525, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-525, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-525, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-525, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-525, filed 12/23/98, effective 1/23/99.] Repealed by WSR 17-15-136, filed 7/19/17, effective 8/19/17. Statutory Authority: RCW 28A.410.210.

181-78A-530 Approval standard—Governance and resources. [Statutory Authority: RCW 28A.410.210. WSR 12-18-003, § 181-78A-530, filed 8/23/12, effective 9/23/12; WSR 09-22-023, § 181-78A-530, filed 10/26/09, effective 12/1/11; WSR 07-04-004, § 181-78A-530, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-530, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-530, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-530, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-530, filed 12/23/98, effective 1/23/99.] Repealed by WSR 17-15-136, filed 7/19/17, effective 8/19/17. Statutory Authority: RCW 28A.410.210.

181-78A-535 Approval standard—Program design. [Statutory Authority: RCW 28A.410.210. WSR 14-10-060 and WSR 14-07-063, § 181-78A-535, filed 5/5/14 and 3/17/14, effective 6/5/14 and 4/17/14; WSR 12-18-003, § 181-78A-535, filed 8/23/12, effective 9/23/12; WSR 09-22-023, § 181-78A-535, filed 10/26/09, effective 12/1/11; WSR 09-16-053, § 181-78A-535, filed 7/29/09, effective 8/29/09; WSR 07-19-056, § 181-78A-535, filed 9/14/07, effective 10/15/07; WSR 07-08-050, § 181-78A-535, filed 3/28/07, effective 4/28/07; WSR 07-04-004, § 181-78A-535, filed 1/24/07, effective 2/24/07; WSR 06-14-010, § 181-78A-535, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-535, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 05-15-051, § 180-78A-535,

filed 7/12/05, effective 8/12/05; WSR 04-21-038, § 180-78A-535, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.210.160. WSR 03-23-037, § 180-78A-535, filed 11/12/03, effective 12/13/03. Statutory Authority: RCW 28A.410.010. WSR 03-04-024, § 180-78A-535, filed 1/27/03, effective 2/27/03. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-535, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010. WSR 01-09-004, § 180-78A-535, filed 4/5/01, effective 5/6/01. Statutory Authority: RCW 28A.410.010, 28A.305.130 (1) and (2). WSR 00-18-062, § 180-78A-535, filed 9/1/00, effective 10/2/00; WSR 00-03-049, § 180-78A-535, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-535, filed 12/23/98, effective 1/23/99.] Repealed by WSR 17-15-136, filed 7/19/17, effective 8/19/17. Statutory Authority: RCW 28A.410.210.

181-78A-540 Approval standard—Knowledge and skills. [Statutory Authority: RCW 28A.410.210. WSR 13-14-026, § 181-78A-540, filed 6/25/13, effective 7/26/13; WSR 09-22-023, § 181-78A-540, filed 10/26/09, effective 12/1/11; WSR 06-14-010, § 181-78A-540, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-540, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 04-24-074, § 180-78A-540, filed 11/30/04, effective 12/31/04. Statutory Authority: RCW 28A.401.010 [28A.410.010]. WSR 04-21-038, § 180-78A-540, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-540, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 00-03-049, § 180-78A-540, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-540, filed 12/23/98, effective 1/23/99.] Repealed by WSR 17-11-141, filed 5/24/17, effective 6/24/17. Statutory Authority: RCW 28A.410.210.

GENERAL

WAC 181-78A-003 Authority. The authority for this chapter is RCW 28A.410.210 (1) through (4) which authorizes the professional educator standards board to approve and disapprove educator preparation programs in institutions of higher education in Washington state.

[Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-003, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-003, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-003, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-003, filed 2/5/97, effective 3/8/97.]

WAC 181-78A-005 Purpose. This chapter establishes the procedures, standards, and criteria to be used in the development and approval of preparation programs offered by preparation program providers in Washington state leading to teacher, administrator, and educational staff associates certification. These rules establish a performance-based preparation system for educators that supports the Improvement of Student Achievement Act of 1993 (ESHB 1209) which will enable educators to implement the Washington state student learning standards and requirements.

[Statutory Authority: Chapter 28A.410 RCW. WSR 18-17-089, § 181-78A-005, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-005, filed 12/7/10, effective 1/7/11; WSR 06-14-010, § 181-78A-005, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-005, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-005, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-005, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-005, filed 2/5/97, effective 3/8/97.]

WAC 181-78A-007 Minimum state standards. All state standards prescribed in this chapter for the approval of professional preparation programs are minimal standards for state approval. Where allowed programs may and are encouraged to develop program standards which exceed the minimums herein prescribed.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-007, filed 12/7/10, effective 1/7/11. WSR 06-02-051, recodified as § 181-78A-007, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-007, filed 2/5/97, effective 3/8/97.]

WAC 181-78A-010 Definition of terms. The following definitions shall be used in this chapter:

(1) "Endorsement" means a specification placed on a certificate to indicate the subject area, grade level, and/or specialization for which the individual is prepared to teach.

(2) "Interstate compact" means the contractual agreement among several states authorized by RCW 28A.690.010 and 28A.690.020 which facilitates interstate reciprocity.

(3) "Program approval" means the approval by the professional educator standards board of an educator preparation program offered by an educator preparation program provider within Washington state.

(4) "Field experience" means learning experiences in school, clinical, or laboratory settings. These learning experiences must be related to specific program outcomes and designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.

(5) "A positive impact on student learning" means students' documented increased knowledge and/or demonstration of a skill or skills related to the state approved standards; or for candidates employed by private schools, students' documented increased knowledge or demonstration of a skill or skills related to either:

(a) The state goals or essential academic learning requirements; or

(b) Alternative learning goals established by the private school.

(6) "Collaboration" means ongoing communication among the professional growth team members to reach consensus regarding the content of the candidate's professional growth plan.

(7) "Professional growth plan (PGP)" for program completion means the document which identifies the formalized learning opportunities and professional development activities that relate to the specific competencies, knowledge, skills and experiences needed to meet the standards set forth under WAC 181-78A-233.

(8) "Board" means the professional educator standards board.

(9) "Clinical practice" means a specific, prolonged field experience where the candidate practices or serves in the role for which he or she is being prepared. Clinical practice must take place in an education setting and under the general supervision of a certificated practitioner, with three years' experience in the role for which the candidate is seeking certification.

(10) "Components" means the design features of the program and actions of the provider.

(11) "Domains" means broad categories of educator preparation program providers' performance expectations and outcomes established by the board.

(12) "Educator preparation program" or "program" means all courses, requirements, and other activities leading to a specific educator certification including teaching, administrator, school counselor, or school psychologist certificate and/or teaching certificate endorsement.

(13) "Educator preparation program provider" or "program provider" or "provider" means the entity approved to provide one or more educator preparation programs and responsible for operating the programs in compliance with the board's standards and policies.

(14) "Indicator" means performance data determined by the board that identifies the need for further inquiry into the functioning of a program.

(15) "Internship" means the period of clinical practice for candidates enrolled in approved administrator, school counselor, and school psychologist preparation programs.

(16) "Review period" means the period between annual submissions of indicator performance data when the board may require sponsoring organizations to participate in graduated levels of intervention and reporting.

(17) "Review team" means a group of people with experience, expertise, and training to assess the adequacy of program components and domains.

(18) "Student teaching" means the period of clinical practice for individuals enrolled in teacher preparation programs. This period must include at least four hundred fifty hours of supervised planning, instruction, and reflection.

(19) "Thresholds" means the target level of overall performance, or maximum acceptable variance for indicators approved and published by the board.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-15-085, § 181-78A-010, filed 7/16/21, effective 8/16/21; WSR 18-17-089, § 181-78A-010, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 16-12-026, § 181-78A-010, filed 5/23/16, effective 6/23/16; WSR 12-18-004, § 181-78A-010, filed 8/23/12, effective 9/23/12; WSR 10-08-030, § 181-78A-010, filed 3/31/10, effective 12/1/11; WSR 09-22-023, § 181-78A-010, filed 10/26/09, effective 12/1/11; WSR 07-19-056, § 181-78A-010, filed 9/14/07, effective 10/15/07; WSR 06-14-010, § 181-78A-010, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-010, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.401.010 [28A.410.010]. WSR 04-21-038, § 180-78A-010, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-010, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 01-19-080, § 180-78A-010, filed 9/19/01, effective 10/20/01; WSR 00-03-049, § 180-78A-010, filed 1/14/00, effective 2/14/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-010, filed 12/23/98, effective 1/23/99. Statutory Authority: RCW 28A.410.010 and 28A.305.130. WSR 98-01-025, § 180-78A-010, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-010, filed 2/5/97, effective 3/8/97.]

WAC 181-78A-025 Program approval. All programs leading to certification offered in Washington state to prepare teachers, princi-

pals, program administrators, superintendents, school counselors, school psychologists, and school social workers shall be approved pursuant to the requirements of this chapter.

[WSR 06-02-051, recodified as § 181-78A-025, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130. WSR 97-04-084, § 180-78A-025, filed 2/5/97, effective 3/8/97.]

WAC 181-78A-027 Waiver of clinical practice and course work by a preparation program provider. (1) Based on review of current educational settings, and review of a candidate's previous course work, field experiences, work experiences, and alternative learning experiences, an educator preparation program provider may waive or reduce in length the required clinical practice, and/or waive required course work, if based on the review the provider determines that the candidate has the knowledge and skills to be otherwise gained from the required clinical practice or course work.

(2) Under this section, educator preparation program providers may waive or reduce in length the required clinical practice and/or course work through June 30, 2023.

[Statutory Authority: Chapter 28A.410 RCW. WSR 22-12-073, § 181-78A-027, filed 5/27/22, effective 6/27/22; WSR 20-16-033, § 181-78A-027, filed 7/25/20, effective 8/25/20.]

GENERAL APPROVAL PROVISIONS

WAC 181-78A-100 Existing approved programs. Providers of programs approved by the board shall comply with the review process established in this chapter and published by the board.

(1) **Teacher and principal preparation programs:** The board will annually review performance data of all educator preparation programs based on components and indicators established in this chapter and published by the board. The professional educator standards board will provide annual updated written guidance to providers regarding the submission of annual program data.

(a) **Notification:** If annual preparation program data analysis indicates that program performance falls below thresholds during any given review period, the board staff will provide written notification to the educator preparation program provider. The educator preparation program provider may choose to submit a response to the board staff. The response must be received by board staff within four weeks following receipt of the notification by the provider. The response should offer evidence of factors and circumstances that explain why program performance is below board approved thresholds on the indicators identified in the notice. The board staff will offer providers guidance on content and timelines for submission of this optional response. The board will review responses concurrently with annual data analysis reports.

(b) **Interventions:** Providers with program performance below indicator thresholds are subject to graduated levels of intervention as follows:

(i) **Intervention 1 - Required self-study report:** If a provider that received written notification of performance below threshold on

one or more indicators during the previous review period has performance below thresholds on the same indicator(s) during the subsequent review period, the board will send the provider a second notification. The provider must complete a self-study report related to the components and domain(s) identified in both notifications and submit it to the board. The board will give providers written timelines and guidance for the submission of these materials. In the self-study report, the provider may also submit evidence and a description of the provider's performance related to the indicator(s), components, and domains identified in the notifications. If the board is satisfied with the self-study report, the board will approve it at a board meeting. If the board is not satisfied with the self-study report, staff will give providers additional written timelines and guidance to address the board's concerns.

(ii) **Intervention 2 - Formal review:** If a provider demonstrates performance below thresholds for a third successive review period or more, the professional educator standards board will provide a third notification. Based on its discretion and authorized by a vote, the board also may require a formal review related to the provider's performance in the domains of practice identified in the notifications. Prior to commencing a formal review, the board will consider the notifications, responses, and self-study report to determine whether to proceed with or postpone a formal review.

(A) The formal review will incorporate the following elements:

(I) The board shall determine the schedule, format, and which forms of validation shall be used to evaluate programs.

(II) The provider will submit requested evidence to the board staff.

(III) A review team will review the evidence and request additional information including information provided through interviews with provider staff or affiliates as needed.

(IV) The review team will provide a report to the board identifying areas of practice associated with the previous notifications where the provider is out of compliance with educator preparation program requirements, expectations, and outcomes established in chapter 181-78A WAC. The review team may also identify areas of practice where the provider is out of compliance with educator preparation program requirements that were not associated with previous notifications but were noticed by the review team during the process of review. The report may also identify whether the approved indicators or thresholds are functioning as intended.

(V) Board staff serving on the review team will provide assistance to the review team during the review process but will not serve in an evaluative role.

(VI) The review team will submit its report and other appropriate documentation to the provider and the board within one year of the board designating the program for formal review.

(VII) The board may extend the length of the one-year period for submission of the review team's report up to two years at its discretion.

(B) Providers may submit a reply to the review team report within two weeks following receipt of the report. The reply is to focus on the evidence, conclusions, and recommendations in the report but also may include additional evidence of factors and circumstances that explain why program performance is persistently below board approved thresholds on the indicators identified in the notice and self-study

report. The board shall publish the process for submitting and reviewing the reply.

(C) In considering the review team's report, the board may request additional information or review, or take action to extend, or change the program's approval status under WAC 181-78A-110.

(c) A provider may request a hearing in instances where it disagrees with the board's decision to extend or change the program's approval status. The hearing will be conducted through the office of administrative hearings by an administrative law judge under chapter 34.05 RCW and will adhere to the process of brief adjudicated hearings. The provider seeking a hearing will provide a written request to the professional educator standards board under WAC 10-08-035 no more than 30 calendar days from the decision date.

(d) **Curriculum and instruction review:** In addition to annual indicator reviews, the board will publish a schedule for focused curriculum and instruction review for fully approved teacher and principal preparation programs.

(i) The professional educator standards board shall conduct formal reviews to evaluate curriculum and instruction, with particular focus on the cultural competency, diversity, equity, and inclusion standards; the social and emotional learning standards and benchmarks; and the approved preservice educator role standards. The board shall determine the schedule, format, and which forms of documentation and validation shall be used to evaluate programs. The result of the review will be a report. Based on the findings of the report, the board will decide to either renew full approval status or designate the program on limited approval under WAC 181-78A-110 pending action on the findings of the review report.

(ii) Curriculum and instruction reviews will be conducted at least every six years and not more frequently than every four years.

(iii) Program providers will submit requested evidence to the staff of the board.

(iv) A review team will review the evidence and request additional information including information provided through interviews with provider staff or affiliates as needed. One board staff member will serve on the review team to provide assistance to the review team during the review process but will not serve in an evaluative role. Members of the review team shall include two preparation program providers at peer programs, at least one P-12 practitioner and one PEAB member with expertise related to the program scheduled for review, and two individuals with expertise related to culturally responsive practice and social and emotional learning.

(v) Following the review, the review team will provide a report identifying any areas of practice where the program's performance is out of alignment with standards and requirements established in WAC 181-78A-220.

(A) The review team's report and other appropriate documentation will be submitted to the provider and the board within six months of the formal review.

(B) Providers may submit a reply to the review team report within three weeks following receipt of the report. The board shall publish the process for submitting and reviewing the reply.

(C) In considering the review team's report, the board may request additional information for review, or take action to extend or change the educator preparation program's approval status.

(D) Based upon the review team's report, the program provider's response, and any subsequent requests for information, as applicable, the board shall take one of the following actions:

(I) The board shall give full approval as described in WAC 181-78A-110 (1)(a).

(II) Limited approval as described in WAC 181-78A-110 (1)(b).

(III) Disapproval as described in WAC 181-78A-110 (1)(c).

(E) A provider may request a hearing in instances where it disagrees with the board's decision to extend or change the program's approval status. The hearing will be conducted through the office of administrative hearings by an administrative law judge under chapter 34.05 RCW and will adhere to the process of brief adjudicated hearings. The provider seeking a hearing will provide a written request to the professional educator standards board in accordance with WAC 10-08-035 no more than 30 calendar days from the decision date.

(2) **Superintendent programs:** The board will annually review data related to the performance of all superintendent programs according to data reporting guidance published by the board.

(a) **Annual data analysis:** After each annual review period, the board will give superintendent program providers written analysis of the program's annual data submission.

(b) **Superintendent program review:** The professional educator standards board shall determine the schedule for formal reviews.

The board will determine whether a formal review will take place and what forms of documentation and validation shall be used for evaluation.

(i) Superintendent program reviews will be conducted at least every six years and not more frequently than every four years.

(ii) Superintendent program providers will submit requested evidence to the staff of the professional educator standards board.

(iii) A review team will review the evidence and request additional information including information provided through interviews with provider staff or affiliates as needed. One board staff member will serve on the review team to provide assistance to the review team during the review process but will not serve in an evaluative role. Additional members of the review team shall include one member of the program's professional educator advisory board, one P-12 practitioner with expertise related to the program scheduled for review, and two representatives of peer programs. Any two of these review team members, or two additional members, must be identified individuals with expertise related to the domains of practice and standard components identified in annual data analyses or in the program's self-study report.

(iv) One of the two providers with peer representatives on the review team will be scheduled for annual review during the subsequent review period.

(v) Prior to the scheduled review, superintendent program providers must complete a self-study report related to the components and domain(s) identified in the written analyses of annual data submissions. The board will give providers written timelines and guidance for the submission of these materials. In the self-study report, the provider may also provide evidence and a description of the provider's performance related to the indicator(s), components, and domains identified in the notifications. Evidence shall include such data and information from the annual data submissions required under WAC 181-78A-235 as have been designated by the board as evidence pertinent to the program approval process.

(c) Following the review, the review team will provide a report identifying any areas where the program is out of compliance with requirements, expectations, and outcomes established in chapter 181-78A WAC.

(i) The report may also verify or contradict that the approved indicators or thresholds are functioning as intended.

(ii) The board may extend the length of the one-year report period up to two years at its discretion. The review team's report and other appropriate documentation will be submitted to the provider and the board within one year of the board designating the program for formal review.

(iii) Providers may submit a reply to the review team report within two weeks following receipt of the report. The reply is limited to evidence that the review disregarded state standards, failed to follow state procedures for review, or failed to consider evidence that was available at the time of the review. The board shall publish the process for submitting and reviewing the reply.

(iv) In considering the review team's report, the board may request additional information or review, or take action to extend or change the educator preparation program's approval status under WAC 181-78A-110.

(d) A provider may request a hearing in instances where it disagrees with the professional educator standards board's decision to extend or change the program's approval status. The hearing will be conducted through the office of administrative hearings by an administrative law judge under chapter 34.05 RCW and will adhere to the process of brief, adjudicated hearings. The provider seeking a hearing will provide a written request to the board in accordance with WAC 10-08-035 no more than 30 calendar days from the decision date.

(3) **Program administrator programs:** The board will annually review data related to the performance of all program administrator programs according to data and reporting guidelines published by the board.

(a) Program administrator programs implemented in conjunction with principal preparation programs will be reviewed concurrently with that provider's principal preparation program.

(b) Program administrator programs implemented in conjunction with superintendent preparation programs will be reviewed concurrently with that provider's superintendent preparation program.

(c) Program administrator programs not implemented in conjunction with a principal or superintendent program will be reviewed on a schedule published by the board.

(4) **School counselor programs:** School counselor program providers shall comply with accrediting procedures for council for the accreditation for counseling and related education programs, unless the program has been specifically approved to operate under alternative national standards under WAC 181-78A-225. The professional educator standards board will review preparation programs' alignment with any additions to the national standards deemed necessary by the professional educator standards board.

(a) A provider of residency school counselor programs without approval from council for the accreditation for counseling and related education programs shall provide proof to the professional educator standards board that it will seek such accreditation, unless the program has been specifically approved to operate under alternative national standards under WAC 181-78A-225.

(b) The board will place any existing approved residency school counselor program not accredited from the council for the accreditation for counseling and related education programs into disapproval status on November 1, 2022, unless the program provider produces evidence of seeking such accreditation, or unless that program has been specifically approved to operate under alternative national standards under WAC 181-78A-225.

(c) Annual data analysis: After each annual data submission, the board will give school counselor preparation program providers written analysis of the program's annual data submission.

(d) School counselor preparation program review: The board shall determine the schedule, format, and which forms of validation shall be used to evaluate programs under applicable program approval standards listed in WAC 181-78A-225.

(i) School counselor preparation program reviews will be conducted during the same period of time as their council for the accreditation for counseling and related education programs' review. If the program has been specifically approved to operate under alternative national standards under WAC 181-78A-225, the review will take place as scheduled by the board.

(ii) School counselor preparation program providers will submit requested evidence to the staff of the professional educator standards board. Evidence shall include such data and information from the annual data submissions required under WAC 181-78A-235(3) as have been designated by the board as evidence pertinent to the program approval and review processes.

(iii) A review team will review the evidence and request additional information including information provided through documents and interviews with program provider staff or affiliates as needed. One board staff member will serve as chair on the review team during the review process but will not serve in an evaluative role. Additional members of the review team shall include one member of the program's professional educator advisory board, one P-12 practitioner with expertise related to the program scheduled for review, and two representatives of peer programs. Any two of these review team members, or two additional members must be identified individuals with expertise related to the domains of practice and standard components identified in annual data analyses.

(iv) The review team will use multiple data sources to address the specific goals listed in this section.

(A) The review team and the preparation program provider will use preparation program data available at the time of review.

(B) The review team and the preparation program provider will use evidence compiled by the provider that demonstrates performance aligned with all program standards and requirements. Programs' demonstration of upholding board-approved standards and requirements will be used by the review team to write the review report and will be used by the board in consideration of continued approval status. Staff of the board will offer program providers guidance regarding the evidence required, how it may be gathered and used, and how it must be submitted.

(v) The review team will use available evidence to write the review report that will be used by the board in consideration of continued approval status.

(e) Following the review, the review team will provide a report identifying any areas of practice in which program performance is out

of alignment with standards and requirements as listed in WAC 181-78A-225.

(i) The review team's report and other appropriate documentation will be submitted to the provider and the board within six months of the formal review.

(ii) Providers may submit a reply to the review team report within three weeks following receipt of the report. The board shall publish the process for submitting and reviewing the reply.

(iii) In considering the review team's report, the board may request additional information for review, or take action to extend or change the educator preparation program's approval status.

(iv) Based upon the review team's report, the program provider's response, and any subsequent requests for information, as applicable, the board shall take one of the following actions:

(A) The board shall give full approval as described in WAC 181-78A-110 (1)(a).

(B) Limited approval as described in WAC 181-78A-110 (1)(b).

(C) Disapproval as described in WAC 181-78A-110 (1)(c).

(v) A provider may request a hearing in instances where it disagrees with the board's decision to extend or change the program's approval status. The hearing will be conducted through the office of administrative hearings by an administrative law judge under chapter 34.05 RCW and will adhere to the process of brief adjudicated hearings. The provider seeking a hearing will provide a written request to the professional educator standards board in accordance with WAC 10-08-035 no more than 30 calendar days from the decision date.

(5) **School psychologist programs:** Providers of school psychologist programs shall comply with accrediting procedures for the National Association for School Psychologists. School psychologist program providers shall comply with accrediting procedures for the National Association for School Psychologists, unless the program has been specifically approved to operate under alternative national standards under WAC 181-78A-225. The professional educator standards board will review preparation programs' alignment with any additions to the national standards deemed necessary by the professional educator standards board.

(a) A provider of school psychologist programs without approval from the National Association for School Psychologists shall provide proof to the professional educator standards board that it will seek such accreditation, unless the program has been specifically approved to operate under alternative national standards under WAC 181-78A-225.

(b) The board will place any existing approved school psychology program not accredited from the National Association of School Psychologists into disapproval status on November 1, 2022, unless the program provider produces evidence of seeking such accreditation, or unless that program has been specifically approved to operate under alternative national standards under WAC 181-78A-225.

(c) Annual data analysis: After each annual data submission, the board will give school psychologist preparation program providers written analysis of the program's annual data submission.

(d) School psychologist preparation program review: The board shall determine the schedule, format, and which forms of validation shall be used to evaluate programs under applicable program approval standards listed in WAC 181-78A-225.

(i) School psychologist preparation program reviews will be conducted during the same period of time as their National Association for School Psychologist's review. If the program has been specifically

approved to operate under alternative national standards under WAC 181-78A-225, the review will take place as scheduled by the board.

(ii) School psychologist preparation program providers will submit requested evidence to the staff of the professional educator standards board. Evidence shall include such data and information from the annual data submissions required under WAC 181-78A-235(3) as have been designated by the board as evidence pertinent to the program approval and review processes.

(iii) A review team will review the evidence and request additional information including information provided through documents and interviews with program provider staff or affiliates as needed. One board staff member will serve as chair on the review team during the review process but will not serve in an evaluative role. Additional members of the review team shall include one member of the program's professional educator advisory board, one P-12 practitioner with expertise related to the program scheduled for review, and two representatives of peer programs. Any two of these review team members, or two additional members must be identified individuals with expertise related to the domains of practice and standard components identified in annual data analyses.

(iv) The review team will use multiple data sources to address the specific goals listed in this section.

(A) The review team and the preparation program provider will use preparation program data available at the time of review.

(B) The review team and the preparation program provider will use evidence compiled by the provider that demonstrates performance aligned with all program standards and requirements. Programs' demonstration of upholding board-approved standards and requirements will be used by the review team to write the review report and will be used by the board in consideration of continued approval status. Staff of the board will offer program providers guidance regarding the evidence required, how it may be gathered and used, and how it must be submitted.

(v) The review team will use available evidence to write the review report that will be used by the board in consideration of continued approval status.

(e) Following the review, the review team will provide a report identifying any areas of practice in which program performance is out of alignment with standards and requirements as listed in WAC 181-78A-225.

(i) The review team's report and other appropriate documentation will be submitted to the provider and the board within six months of the formal review.

(ii) Providers may submit a reply to the review team report within three weeks following receipt of the report. The board shall publish the process for submitting and reviewing the reply.

(iii) In considering the review team's report, the board may request additional information for review, or take action to extend or change the educator preparation program's approval status.

(iv) Based upon the review team's report, the program provider's response, and any subsequent requests for information, as applicable, the board shall take one of the following actions:

(A) The board shall give full approval as described in WAC 181-78A-110 (1)(a).

(B) Limited approval as described in WAC 181-78A-110 (1)(b).

(C) Disapproval as described in WAC 181-78A-110 (1)(c).

(v) A provider may request a hearing in instances where it disagrees with the board's decision to extend or change the program's approval status. The hearing will be conducted through the office of administrative hearings by an administrative law judge under chapter 34.05 RCW and will adhere to the process of brief adjudicated hearings. The provider seeking a hearing will provide a written request to the professional educator standards board in accordance with WAC 10-08-035 no more than 30 calendar days from the decision date.

(6) **Career and technical education administrator and business and industry route educator preparation programs:** The board will annually review data related to the performance of all such programs according to data reporting guidance published by the board.

(a) **Annual data analysis:** After each annual review period, the board will give career and technical education administrator and business and industry route educator preparation program providers written analysis of the program's annual data submission.

(b) **Career and technical education administrator and business and industry route educator preparation program review:** The board shall determine the schedule, format, and which forms of documentation and validation shall be used to evaluate programs.

(i) Career and technical education administrator and business and industry route educator preparation program reviews will be conducted at least every six years and not more frequently than every four years.

(ii) Prior to their scheduled review, career and technical education administrator and business and industry route educator preparation program providers must complete a self-study report related to the components and domain(s) identified in the written analyses of annual data submissions. The board will give providers written timelines and guidance for the submission of these materials.

(iii) Career and technical education administrator and business and industry route educator preparation program providers will submit requested evidence to the staff of the professional educator standards board. Evidence shall include such data and information from the annual data submissions required under WAC 181-78A-235(3) as have been designated by the board as evidence pertinent to the program approval and review processes.

(iv) A review team will review the evidence and request additional information including information provided through documents and interviews with program provider staff or affiliates as needed. One board staff member will serve as chair on the review team during the review process but will not serve in an evaluative role. Additional members of the review team shall include one member of the program's professional educator advisory board, one P-12 practitioner with expertise in career and technical education related to the program scheduled for review, and two representatives of peer programs. Any two of these review team members, or two additional members, must be identified individuals with expertise related to the domains of practice and standard components identified in annual data analyses or in the program's self-study report. One of the two providers with peer representatives on the review team will be scheduled for the subsequent program review.

(v) The review team will use multiple data sources to address the specific goals listed in this section.

(A) The review team and the preparation program provider will use the self-study report to identify program provider's goals and strategies for improvement.

(B) The review team and the preparation program provider will use preparation program data available at the time of review.

(C) The review team and the preparation program provider will use evidence compiled by the provider that demonstrates performance aligned with all program standards and requirements. Staff of the board will offer program providers guidance regarding the evidence required, how it may be gathered and used, and how it must be submitted.

(vi) The review team will use available evidence to write the review report that will be used by the board in consideration of continued approval status.

(c) Following the review, the review team will provide a report identifying any areas of practice in which program performance is out of alignment with standards and requirements.

(i) The review team's report and other appropriate documentation will be submitted to the provider and the board within six months of the formal review.

(ii) Providers may submit a reply to the review team report within three weeks following receipt of the report. The board shall publish the process for submitting and reviewing the reply.

(iii) In considering the review team's report, the board may request additional information for review, or take action to extend or change the educator preparation program's approval status.

(iv) Based upon the review team's report, the program provider's response, and any subsequent requests for information, as applicable, the board shall take one of the following actions:

(A) The board shall give full approval as described in WAC 181-78A-110 (1)(a).

(B) Limited approval as described in WAC 181-78A-110 (1)(b).

(C) Disapproval as described in WAC 181-78A-110 (1)(c).

(v) A provider may request a hearing in instances where it disagrees with the board's decision to extend or change the program's approval status. The hearing will be conducted through the office of administrative hearings by an administrative law judge under chapter 34.05 RCW and will adhere to the process of brief adjudicated hearings. The provider seeking a hearing will provide a written request to the professional educator standards board in accordance with WAC 10-08-035 no more than 30 calendar days from the decision date.

[Statutory Authority: Chapter 28A.410 RCW. WSR 25-20-034, s 181-78A-100, filed 9/23/25, effective 10/24/25; WSR 23-21-005, § 181-78A-100, filed 10/4/23, effective 11/4/23; WSR 22-01-017, § 181-78A-100, filed 12/2/21, effective 1/2/22; WSR 21-15-103, § 181-78A-100, filed 7/20/21, effective 8/20/21; WSR 21-08-023, § 181-78A-100, filed 3/29/21, effective 4/29/21; WSR 20-16-027, § 181-78A-100, filed 7/24/20, effective 8/24/20; WSR 18-17-089, § 181-78A-100, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 15-12-123, § 181-78A-100, filed 6/3/15, effective 7/4/15; WSR 14-24-004, § 181-78A-100, filed 11/19/14, effective 12/20/14; WSR 14-12-018, § 181-78A-100, filed 5/23/14, effective 6/23/14; WSR 13-20-028, § 181-78A-100, filed 9/23/13, effective 10/24/13; WSR 12-23-023, § 181-78A-100, filed 11/13/12, effective 12/14/12; WSR 12-12-033, § 181-78A-100, filed 5/29/12, effective 6/29/12; WSR 12-02-028, § 181-78A-100, filed 12/28/11, effective 1/28/12; WSR 10-08-017, § 181-78A-100, filed 3/29/10, effective 4/29/10; WSR 08-16-005, § 181-78A-100, filed 7/23/08, effective 8/23/08; WSR 06-24-082, § 181-78A-100, filed 12/5/06, effective 1/5/07; WSR 06-14-010, § 181-78A-100, filed 6/22/06, effective

7/23/06. WSR 06-02-051, recodified as § 181-78A-100, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010. WSR 05-15-052, § 180-78A-100, filed 7/12/05, effective 8/12/05; WSR 05-04-056, § 180-78A-100, filed 1/28/05, effective 2/28/05; WSR 04-21-038, § 180-78A-100, filed 10/15/04, effective 11/15/04. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 04-04-090, § 180-78A-100, filed 2/3/04, effective 3/5/04; WSR 02-18-037, § 180-78A-100, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2). WSR 00-09-049, § 180-78A-100, filed 4/14/00, effective 5/15/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-100, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-105 Procedures for initial approval of an educator preparation program. A prospective provider desiring to establish a preparation program shall comply with the following:

(1) Readiness profile. Prospective providers must submit the appropriate form, published by the professional educator standards board, to apply for approval to offer an educator preparation program or a new educator certification program. The prospective provider will address essential elements aligned to program standards, and include evidence of necessary capacity and resources for projected sustainability of the program for three to five years.

(a) If approved by the board, the prospective provider will move to the preproposal stage.

(b) If denied by the board, the prospective provider may resubmit its readiness profile informed by suggestions of the board.

(c) The readiness profile will expire one year after approval, unless the prospective provider is granted an exception as approved by the board.

(2) Preproposal. The prospective provider will submit the appropriate form, published by the professional educator standards board. The prospective provider will address all requirements approved and published by the board, including domains, components, and other program approval requirements contained in chapter 181-78A WAC, including evidence of projected sustainability of the program. Letters of support from partner districts and/or community agencies must also be included as evidence of how the program will meet Washington educator workforce needs.

(a) If approved by the board, the prospective provider will move to the full proposal stage.

(b) If denied by the board, the prospective provider may resubmit its preproposal informed by suggestions of the board.

(c) The preproposal will expire two years after its approval unless the prospective provider is granted an exception as approved by the board.

(3) Full proposal. The prospective provider will submit the appropriate form, published by the professional educator standards board. The prospective provider will address any and all changes to the previously approved preproposal as well as provide additional evidence of meeting all requirements approved and published by the board and contained in chapter 181-78A WAC.

(a) If approved by the board, the prospective provider may implement the program.

(b) If denied by the board, the prospective provider may resubmit its full proposal informed by suggestions of the board.

(c) The full proposal will expire two years after its approval unless the prospective provider is granted an exception as approved by the board.

(d) Full proposals submitted by prospective providers of school counselor preparation programs shall include evidence of seeking accreditation as soon as eligible by the council for the accreditation for counseling and related education programs.

(e) Full proposals submitted by prospective providers of school psychologist programs shall include evidence of seeking accreditation by the National Association for School Psychologists.

(4) After reviewing a prospective provider's full program proposal, the board may initially approve the program in specific location(s) for a specific period of time. The prospective provider must notify the board when instruction has begun.

(a) Teacher and administrator preparation programs: Approve the program for up to 27 months following the beginning of instruction.

(b) School counselor and school psychologist programs: Approve the program for a time period to align with their respective national association approvals.

(5) Prior to the expiration of initial approval, staff of the board shall conduct a site visit to determine if the program is in full compliance and performance aligned with the state approval requirements. This includes a review of all applicable indicators and domain components for the type of program.

(a) The initial review is a formal review to evaluate recently approved educator preparation programs and consider them for continued approval.

(i) The formal review will incorporate the following elements:

(A) The board shall determine the schedule for formal reviews and the forms of documentation and validation that will be used for evaluation.

(B) Preparation program providers will submit requested evidence to the staff of the board.

(C) A review team will review the evidence and request additional information including information provided through documents and interviews with program provider staff or affiliates as needed. One board staff member will serve as chair on the review team during the review process but will not serve in an evaluative role. Additional members of the review team shall include one member of the program's professional educator advisory board, one P-12 practitioner with expertise related to the program scheduled for review, and two representatives of peer programs. Any two of these review team members, or two additional members must be identified individuals with expertise related to the domains of practice and standard components identified in annual written program feedback analyses.

(ii) The initial review team will use multiple data sources to address the specific goals listed in this section.

(A) The initial review team and the preparation program provider will use annual performance indicator data available at the time of review. Performance of programs on board approved indicators will be used by the review team to write the review report and by the board in consideration of the program's continued approval status.

(B) The initial review team and the preparation program provider will use evidence compiled by the provider that demonstrates performance aligned with all program standards and requirements. Programs' demonstration of upholding board approved standards and requirements will be used by the review team to write the review report and will be

used by the board in consideration of continued approval status. Staff of the board will offer program providers guidance regarding the evidence required, how it may be gathered and used, and how it must be submitted.

(C) The initial review team and the preparation program provider will evaluate whether and to what degree the provider of the program under review has implemented the program in alignment with the goals and design for which it was approved. Fidelity to approved program designs and outcomes will be used by the review team to write the review report and by the board in consideration of continued approval status.

(D) The initial review team and the preparation program provider will evaluate whether and to what degree the provider of the program under review has demonstrated continuous improvement in its implementation and outcomes. Providers' ability to demonstrate continuous improvement in processes and outcomes will be used by the review team to write the review report and by the board in consideration of continued approval status.

(iii) Following the review, the review team will provide a report identifying any areas of practice in which program performance is out of alignment with standards and requirements.

(A) The report may also verify or contradict that the approved indicators or thresholds are functioning as intended.

(B) The review team's report and other appropriate documentation will be submitted to the provider and the board within six months of the formal initial review.

(C) Providers may submit a reply to the review team report within three weeks following receipt of the report. The board shall publish the process for submitting and reviewing the reply.

(D) In considering the review team's report, the board may request additional information for review, or take action to extend or change the educator preparation program's approval status.

(iv) Based upon the review team's report, the program provider's response, and any subsequent requests for information, as applicable, the board shall take one of the following actions:

(A) The board shall give full approval as described in WAC 181-78A-110 (1)(a).

(B) Limited approval as described in WAC 181-78A-110 (1)(b).

(C) Disapproval as described in WAC 181-78A-110 (1)(c).

(v) The board's staff may provide technical assistance to providers to help them improve their performance as described in WAC 181-78A-110 (1)(b)(iv).

(b) A provider may request a hearing in instances where it disagrees with the professional educator standards board's decision. This request must be made within 20 days from the decision date. The hearing will be conducted through the office of administrative hearings by an administrative law judge under chapter 34.05 RCW. The provider seeking a hearing will provide a written request to the board in accordance with WAC 10-08-035.

[Statutory Authority: Chapter 28A.410 RCW. WSR 26-15-115, s 181-78A-105, filed 7/21/26, effective 8/21/26; WSR 24-08-035, § 181-78A-105, filed 3/26/24, effective 4/26/24; WSR 21-20-052, § 181-78A-105, filed 9/28/21, effective 10/29/21; WSR 21-08-023, § 181-78A-105, filed 3/29/21, effective 4/29/21; WSR 19-12-005, § 181-78A-105, filed 5/22/19, effective 6/22/19; WSR 18-17-089, § 181-78A-105, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 12-20-030, § 181-78A-105, filed 9/27/12, effec-

tive 10/28/12; WSR 11-15-049, § 181-78A-105, filed 7/15/11, effective 8/15/11; WSR 11-01-047, § 181-78A-105, filed 12/7/10, effective 1/7/11; WSR 10-08-015, § 181-78A-105, filed 3/29/10, effective 4/29/10; WSR 09-20-109, § 181-78A-105, filed 10/7/09, effective 11/7/09; WSR 06-24-082, § 181-78A-105, filed 12/5/06, effective 1/5/07; WSR 06-14-010, § 181-78A-105, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-105, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-105, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-110 Approval status for existing programs. Providers will be notified of their current program approval status after each annual review period. Approval status for all programs will be published on the board website.

(1) Based upon performance thresholds, formal program review reports, and national accreditation status, as applicable, the board shall take one of the following actions:

(a) **Full approval.**

(i) Teacher and principal preparation programs: The board shall approve programs that:

(A) Maintain overall performance at or above thresholds on program performance indicators; and

(B) Meet or exceed the program approval standards and requirements established in this chapter and published by the board.

(ii) School counseling and school psychology: The board shall approve programs that:

(A) Maintain accreditation from their national accrediting organizations; and

(B) Meet or exceed the program approval standards and requirements established in this chapter and published by the board.

(iii) Superintendent programs: The board shall approve programs that meet or exceed the program approval standards and requirements established in this chapter and published by the board.

(iv) Program administrator programs: The board shall approve programs that meet or exceed the program approval standards and requirements established in this chapter and published by the board.

(v) Career and technical education administrator and business and industry route educator preparation programs: The board shall approve programs that meet or exceed the program approval standards and requirements established in this chapter and published by the board.

(b) **Limited approval.**

(i) Teacher and principal: The board may grant limited approval to educator preparation programs with performance below thresholds established by the professional educator standards board for more than three consecutive review periods. Based on the report of the site-based review team, the board may elect to consider these programs "at-risk" for purposes of federal reporting. Programs deemed "at-risk" after subsequent review periods of low performance on established thresholds, and with board consideration of the outcome of the formal review and report submitted per WAC 181-78A-100, may be granted continued limited approval with the designation of "low-performing" for purposes of federal reporting.

(ii) School counseling and school psychology: The board shall give limited approval to programs with one or more of the following:

(A) Limited approval from their national accrediting organizations.

(B) That do not meet the program approval standards and requirements established in this chapter and published by the board.

(iii) Superintendent: The board shall give limited approval to programs that do not meet the program approval standards and requirements established in this chapter and published by the board.

(iv) Program administrator: The board shall give limited approval to programs that do not meet the program approval standards and requirements established in this chapter and published by the board.

(v) Career and technical education administrator and business and industry route educator preparation programs: The board shall give limited approval to programs that do not meet the program approval standards and requirements established in this chapter and published by the board.

(vi) The board's staff may provide technical assistance to providers of low-performing preparation programs to help them improve their performance. Technical assistance may include, but is not limited to:

(A) Detailed information on the programs performance relative indicators.

(B) Assistance to address the performance and rigor of programs.

(C) Assistance to identify resources to assist program improvement.

(D) Sharing practices found effective in exemplary programs.

(c) **Disapproval.**

(i) A teacher or administrator program must be in limited approval status for at least one full review period before being considered by the board for disapproval. A provider whose program has been disapproved may request a hearing to be conducted through the office of administrative hearings under WAC 10-08-035.

(ii) Providers of school counseling programs must notify the board if the program loses approval from the council for the accreditation for counseling and related education programs or, if that program has been specifically approved to operate under alternative national standards per WAC 181-78A-225, from the relevant national organization. The board may rescind approval of the program upon receipt of this notification.

(iii) Providers of school psychology programs must notify the board if the program loses approval from the National Association of School Psychologists or, if that program has been specifically approved to operate under alternative national standards per WAC 181-78A-225, from the relevant national organization. The board may rescind approval of the program upon receipt of this notification.

(2) The board, upon receipt of a serious complaint from any source or upon its own initiative prompted by indications of the need for response, may at any time review all or any part of a preparation program for compliance with the provisions of this chapter. If deviations from standards or requirements are found, the board is authorized to change the program's current approval status, including full disapproval.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-20-052, § 181-78A-110, filed 9/28/21, effective 10/29/21; WSR 18-17-089, § 181-78A-110, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 13-20-028, § 181-78A-110, filed 9/23/13, effective 10/24/13; WSR 10-23-078, § 181-78A-110, filed 11/15/10, effective

12/16/10; WSR 06-24-082, § 181-78A-110, filed 12/5/06, effective 1/5/07; WSR 06-14-010, § 181-78A-110, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-110, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-110, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-110, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-112 Programs voluntarily rescinding state approval. Approved preparation programs that voluntarily rescind their approval shall be permitted to continue to prepare and recommend for certification candidates who have been previously admitted to the program, provided that no recommendations for certifications will be accepted later than thirty months following receipt of the formal letter to rescind program approval. The program shall notify all currently enrolled candidates of the program's change in status and notify candidates of the thirty-month timeline to apply for certification.

[Statutory Authority: RCW 28A.410.210. WSR 15-08-023, § 181-78A-112, filed 3/24/15, effective 4/24/15.]

WAC 181-78A-115 Disapproved programs. Approved educator preparation programs shall not lose official approval status until the board has taken final action to disapprove the preparation program pending the provisions under WAC 181-78A-110 (1)(c). Providers shall be permitted to continue to prepare and recommend for certification candidates who have been previously admitted to the program, provided that no recommendations for certifications will be accepted later than thirty months following receipt of the formal notice of disapproval. Following the receipt of formal notice of disapproval, the provider shall notify all currently enrolled candidates of the program's disapproval status.

[Statutory Authority: Chapter 28A.410 RCW. WSR 18-17-089, § 181-78A-115, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 10-23-078, § 181-78A-115, filed 11/15/10, effective 12/16/10; WSR 06-14-010, § 181-78A-115, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-115, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-115, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-120 Procedures for reestablishment of approval status for an educator preparation program. The procedures for the reestablishment of board approval of a preparation program shall be the same as the procedure for initial approval as provided in WAC 181-78A-105.

[Statutory Authority: Chapter 28A.410 RCW. WSR 18-17-089, § 181-78A-120, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 10-23-078, § 181-78A-120, filed 11/15/10, effective 12/16/10; WSR 06-14-010, § 181-78A-120, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-120, filed 12/29/05,

effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-120, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-125 Field placement agreements. Beginning September 1, 2010, all educator preparation programs approved or authorized by the professional educator standards board or programs approved in other states operating field experiences in Washington state shall establish and maintain field placement agreements with all Washington school districts in which candidates are placed for field experiences leading to certification or endorsement.

Each field placement agreement shall include, but not be limited to:

(1) Assurances that:

(a) Fingerprint and character clearance under RCW 28A.410.010 must be current at all times during the field experience for candidates who do not hold a valid Washington certificate; and

(b) Programs shall ensure candidates are placed in settings where they can be objectively evaluated.

(2) Qualifications of the proposed site supervisor for each site and qualifications of each school's cooperating educator/administrator;

(3) Clear description by institution of duties and responsibilities of site supervisor and cooperating educator/administrator;

(4) Anticipated length and nature of field experience;

(5) Signatures from district representative.

[Statutory Authority: RCW 28A.410.210. WSR 14-16-023, § 181-78A-125, filed 7/25/14, effective 8/25/14; WSR 11-23-073, § 181-78A-125, filed 11/15/11, effective 12/16/11; WSR 09-24-047, § 181-78A-125, filed 11/24/09, effective 12/25/09.]

WAC 181-78A-130 Approval of preparation program offered by an out-of-state institution or organization within the state applicable to certification. No out-of-state institution or organization shall offer a program of courses within Washington state for purposes of Washington state certification without meeting all program approval requirements set forth in this chapter and those set forth in the Degree Authorization Act, chapter 28B.85 RCW where applicable.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-130, filed 12/7/10, effective 1/7/11. WSR 06-02-051, recodified as § 181-78A-130, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-130, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-132 Programs approved in other states operating field experiences in Washington state. State approved preparation programs at a regionally accredited college or university in the professional field for which certification is issued that wish to enroll candidates for certification or endorsement in a supervised field experience under WAC 181-78A-125 within Washington state shall comply with the following:

(1) Application for authorization. Each institution must submit a proposal that addresses components adopted and published by the professional educator standards board, including:

(a) Verification of regional accreditation;

(b) Verification of state approval;

(c) Verification of higher education coordinating board approval (if offering degree program);

(d) Planned certification or endorsement program;

(e) Proposed start date;

(f) Projected enrollment;

(g) Data indicating need for program related to geographic location or nature of program offered;

(h) Explanation of means by which program will ensure candidates have formalized learning opportunities rooted in Washington state standards.

(2) Field placement agreements. Institutions shall comply with requirements of WAC 181-78A-125.

(3) Institutions shall comply with applicable annual reporting requirements requested by the professional educator standards board. Failure to report any change in status as submitted under subsection (1)(a) through (h) of this section may result in a loss of authorization to operate field placements in Washington state.

(4) The professional educator standards board shall publish on its website a list of those out-of-state programs approved to offer field experiences within Washington state.

(5) The professional educator standards board shall publish on its website relevant program approval status information on the out-of-state program from the state in which the program is approved.

(6) Out-of-state institutions with candidates needing to arrange a supervised field experience within Washington state on an infrequent basis for a limited number of candidates may work with a professional educator standards board approved program to arrange a placement or may seek a waiver for the requirements of this section, except for subsection (2) of this section, from the professional educator standards board. Washington state approved programs facilitating field experience for out-of-state institutions will report annually to the professional educator standards board the name of the institution(s) and number of placements.

[Statutory Authority: RCW 28A.410.210. WSR 09-24-047, § 181-78A-132, filed 11/24/09, effective 12/25/09.]

WAC 181-78A-136 Responsibilities of deans, directors, or other designated administrators. Each institution or organization operating an approved preparation program shall require the dean, director, or other designee of the administrative unit required by WAC 181-78A-261(2) to coordinate the following responsibilities:

(1) Formation of professional education advisory boards.

(2) Management of operations and resources for each preparation program.

(3) Filing of affidavits and reports required by this chapter and chapter 181-79A WAC.

(4) Dissemination of information relative to initial and continuing certification procedures and requirements.

(5) The application process for certification.

(6) Establishing and administering a process to counsel and assist applicants in the processing of applications for certificates and endorsements thereon: Provided, That colleges and universities need not provide such assistance to applicants who have completed less than 15 quarter (10 semester) hours of coursework at the respective college or university.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-136, filed 12/7/10, effective 1/7/11; WSR 06-14-010, § 181-78A-136, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-136, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-136, filed 12/23/98, effective 1/23/99.]

PROFESSIONAL EDUCATOR ADVISORY BOARDS—GENERAL PROVISIONS

WAC 181-78A-205 Required professional educator advisory board. Institutions and organizations seeking approval by the professional educator standards board as an approved preparation program, and in order to maintain such approval status, shall establish a professional educator advisory board (PEAB) in accordance with the following:

(1) The program areas for which an institution or organization may seek approval and maintain an approved preparation program are:

(a) Teacher.

(b) Career and technical education business and industry route teacher.

(c) Administrator.

(d) Career and technical education administrator.

(e) Educational staff associate, school counselor.

(f) Educational staff associate, school psychologist.

(2) Professional educator advisory board.

(a) All educator preparation program providers shall establish and maintain a professional educator advisory board to participate in and cooperate with the organization on decisions related to the development, implementation, and revision of preparation program(s).

(b) The professional educator advisory board shall adopt operating procedures and meet at least three times a year.

(c) The professional educator advisory board annually shall review and analyze data for the purposes of determining whether candidates have a positive impact on student learning and providing the institution with recommendations for programmatic change. This data may include, but not be limited to: Student surveys, follow-up studies, employment placement records, student performance portfolios, course evaluations, program review indicators, and summaries of performance on the pedagogy assessment for teacher candidates.

(d) The professional educator advisory board shall make recommendations when appropriate for program changes to the institution which must in turn consider and respond to the recommendations in writing in a timely fashion.

(3) An institution or organization may combine educational staff associate professional educator advisory boards as long as one-half or more of the voting members are appointed by the associations representing the ESA roles involved and are divided equally among those roles.

(4) An institution or organization may have separate administrator professional educator advisory boards for each administrator role as long as one-half or more of the voting members are appointed by the association representing the administrator role involved: Each administrator PEAB shall include at least one member appointed by the Association of Washington School Principals (AWSP), one appointed by the Washington Association of School Administrators (WASA), and one appointed by the Washington Federation of Independent Schools (WFIS).

(5) The failure of a designated organization, as specified in WAC 181-78A-209, to make appointments to the designated board, or to make such appointments in a timely manner, shall not cause the preparation program to lose its approval status.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-08-023, § 181-78A-205, filed 3/29/21, effective 4/29/21; WSR 20-20-092, § 181-78A-205, filed 10/5/20, effective 11/5/20. Statutory Authority: RCW 28A.410.210. WSR 12-02-028, § 181-78A-205, filed 12/28/11, effective 1/28/12; WSR 11-01-047, § 181-78A-205, filed 12/7/10, effective 1/7/11; WSR 09-20-110, § 181-78A-205, filed 10/7/09, effective 11/7/09; WSR 06-14-010, § 181-78A-205, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-205, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-205, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-207 Qualification to be appointed to an institution or organization professional educator advisory board. (1) Professional educator advisory boards may authorize the appointment of additional representatives from other school districts or other public and private agencies as long as one-half or more of the members of the professional educator advisory board consist of representatives who meet the qualifications of this subsection and who are from the role for which the professional educator advisory board has responsibility.

(2) If any professional educator advisory board receives a written request from other school districts or other public or private agencies for representation on such professional educator advisory board, the current members of such professional educator advisory board shall vote on such request at the next regular meeting of such board. A program may elect to add private school representatives to a professional educator advisory board without adding to the representation from the role for which the professional educator advisory board has responsibility if the professional educator advisory board authorizes such action by a majority vote.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-08-023, § 181-78A-207, filed 3/29/21, effective 4/29/21; WSR 20-20-092, § 181-78A-207, filed 10/5/20, effective 11/5/20. Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-207, filed 12/7/10, effective 1/7/11; WSR 09-20-110, § 181-78A-207, filed 10/7/09, effective 11/7/09; WSR 07-04-004, § 181-78A-207, filed 1/24/07, effective 2/24/07. WSR 06-02-051, recodified as § 181-78A-207, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-207, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-209 Professional educator advisory boards—Membership. The professional educator advisory boards shall at a minimum consist of the following:

(1) **TEACHER.**

(a) One-half or more of the voting members are classroom teachers. All, but one, must be appointed by the president of the Washington Education Association. The remaining teacher must be employed in a state-approved private school and appointed by the Washington Federation of Independent Schools.

(b) At least one building level leader appointed by the president of the Association of Washington School Principals.

(c) At least one district level leader appointed by the Washington Association of School Administrators.

(d) At least one educational staff associate appointed by the president of the individual's professional association.

(e) At least one institution or organization representative who may serve in a voting or nonvoting role.

(f) At programs where career and technical education programs are offered in conjunction with general educator residency certification programs, one career and technical education administrator or career and technical education teacher, with expertise in one of the approved career and technical education programs at the institution or organization, appointed by the Washington Association of Career and Technical Administrators in cooperation with the institution or organization.

(2) **CAREER AND TECHNICAL EDUCATION BUSINESS AND INDUSTRY ROUTE TEACHER.**

(a) One-half or more of the voting members are career and technical education teachers. One-half of these teachers must be recommended by the Washington Association for Career and Technical Education. The remaining teachers must be appointed by the educator preparation program. At least one career and technical education teacher on the advisory board must be prepared through a Washington state business and industry route preparation program.

(b) At least one career and technical education administrator recommended by the Washington Association for Career and Technical Administrators.

(c) At least one secondary building level leader recommended by the Washington Association of Career and Technical Administrators' area group associated with the educator preparation program.

(d) At least one career and technical education career guidance specialist, or one career and technical education occupational information specialist, or one career and technical education counselor.

(e) At least one institution or organization representative who may serve in a voting or nonvoting role.

(3) **ADMINISTRATOR.**

(a) One-half or more of the voting members are administrators. One-half of these administrators must be appointed by the president of the Washington Association of School Administrators. The remaining administrators shall be appointed by the president of the Association of Washington School Principals except one who shall be employed in an approved private school and appointed by the Washington Federation of Independent Schools.

(b) At least one or more teachers appointed by the president of the Washington Education Association.

(c) At least one educational staff associate appointed by the president of the individual's professional association.

(d) At least one institution or organization representative who may serve in a voting or nonvoting role.

(4) **CAREER AND TECHNICAL EDUCATION ADMINISTRATOR.**

(a) One-half or more of the voting members are certificated career and technical education administrators. One-half of these administrators must be recommended by the Washington Association of Career and Technical Administrators' area group associated with the educator preparation program. The remaining administrators must be appointed by the educator preparation program.

(b) At least one or more career and technical education teacher recommended by the Washington Association for Career and Technical Education.

(c) At least one secondary building level leader recommended by the Washington Association of Career and Technical Administrators' area group associated with the program.

(d) At least one career and technical education career guidance specialist, or one career and technical education occupational information specialist, or one career and technical education counselor appointed by the educator preparation program.

(e) At least one institution or organization representative who may serve in a voting or nonvoting role.

(5) **SCHOOL COUNSELOR.**

(a) At least one-half of the voting members are school counselors appointed by the president of the Washington School Counselors Association.

(b) At least one teacher appointed by the president of the Washington Education Association.

(c) At least one building level leader appointed by the Association of Washington School Principals.

(d) At least one district level leader appointed by the Washington Association of School Administrators.

(e) At least one institution or organization representative who may serve in a voting or nonvoting role.

(6) **SCHOOL PSYCHOLOGIST.**

(a) At least one-half of the voting members are school psychologists appointed by the president of the Washington State Association of School Psychologists.

(b) At least one teacher appointed by the president of the Washington Education Association.

(c) At least one building level leader appointed by the Association of Washington School Principals.

(d) At least one district level leader appointed by the Washington Association of School Administrators.

(e) At least one institution or organization representative who may serve in a voting or nonvoting role.

(7) **MEMBERSHIP APPOINTMENTS.** Applicable to all professional association appointments, if the professional association does not respond to the program's request within sixty days of the receipt of the request, a program may appoint the representative of its choice in the role for which a representative is being sought. If the program makes an appointment, it must notify the appropriate professional association within one week that the appointment has been made. If an association is unable to appoint a representative due to the geographic restriction of possible candidates, the PEAB will appoint an alternate to represent that association with their consent.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-08-023, § 181-78A-209, filed 3/29/21, effective 4/29/21; WSR 20-20-092, § 181-78A-209, filed 10/5/20, effective 11/5/20. Statutory Authority: RCW 28A.410.210. WSR 12-02-028, § 181-78A-209, filed 12/28/11, effective 1/28/12; WSR 11-01-047, § 181-78A-209, filed 12/7/10, effective 1/7/11; WSR 09-20-110, § 181-78A-209, filed 10/7/09, effective 11/7/09; WSR 07-04-004, § 181-78A-209, filed 1/24/07, effective 2/24/07. WSR 06-02-051, recodified as § 181-78A-209, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) through (4). WSR 02-04-018, § 180-78A-209, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.305.130 (1) and (2). WSR 01-03-151, § 180-78A-209, filed 1/24/01, effective 2/24/01; WSR 00-09-046, § 180-78A-209, filed 4/14/00, effective 5/15/00. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-209, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-215 Substitute pay for members of professional educator advisory boards. Service on professional educator advisory boards by certificated employees is deemed by the professional educator standards board as a committee formed for the purpose of furthering education within the state. Accordingly, the superintendent of public instruction, in conformance with the provisions of RCW 28A.300.035, shall make payments to school districts for needed substitutes.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-08-023, § 181-78A-215, filed 3/29/21, effective 4/29/21. Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-215, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-215, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-215, filed 12/23/98, effective 1/23/99.]

RESIDENCY CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARDS—GENERAL

WAC 181-78A-220 Program approval standards for approved preparation programs. The board shall adopt and revise program standards that describe domains of practice, program components, and other expectations for educator preparation programs to align and maintain currency with recognized national association standards for the specific certificate role. The board will use national standards as guidance for determining domains, components, and indicators used for program review.

(1) General domain outcome expectations for teacher, principal, career and technical education administrator, superintendent, program administrator, school counselor, and school psychologist preparation programs are as follows:

(a) Candidates and cohorts. Providers of educator preparation programs recruit, select, and prepare diverse cohorts of candidates with potential to be outstanding educators.

(i) Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition promising educator candidates.

(ii) Providers of preparation programs use strategies to recruit and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington state public schools.

(iii) Providers set, publish and uphold admission standards to ensure that candidates and cohorts are academically capable and prepared to succeed in educator preparation programs.

(b) Knowledge, skills and cultural responsiveness. Providers prepare candidates who demonstrate the knowledge, skills and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's approved standards.

(i) Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.

(ii) Providers ensure that completers demonstrate the necessary subject matter knowledge for success as educators in schools.

(iii) Providers ensure that candidates demonstrate pedagogical knowledge and skill relative to the professional standards adopted by the board for the role for which candidates are being prepared.

(iv) Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators.

(v) Providers ensure that teacher candidates engage with the John McCoy (lulilaš) since time immemorial curriculum focused on history, culture, and government of American Indian peoples as prescribed in RCW 28B.10.710 and WAC 181-78A-232.

(c) Novice practitioners. Providers prepare candidates who are role ready.

(i) Providers prepare candidates who are ready to engage effectively in their role and context upon completion of educator preparation programs.

(ii) Providers prepare candidates to develop reflective, collaborative, and professional growth-centered practices through regular evaluation of the effects of their teaching through feedback and reflection.

(iii) Providers prepare candidates for their role in directing, supervising, and evaluating paraeducators.

(iv) Providers require candidates to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements.

(d) State and local workforce needs. Providers contribute positively to state and local educator workforce needs.

(i) Providers partner with local schools to assess and respond to educator workforce, student learning, and educator professional learning needs.

(ii) Providers use preparation program and workforce data in cooperation with professional educator advisory boards to assess and respond to local and state workforce needs.

(iii) Providers of teacher educator preparation programs prepare and recommend increasing numbers of candidates in endorsement areas identified by the professional educator standards board workforce priorities.

(e) Data systems. Providers maintain data systems that are sufficient to direct program decision making, inform state-level priorities, and report to the professional educator standards board.

(i) Providers develop and maintain effective data systems that are sufficient for program growth, evaluation, and mandated reporting.

(ii) Providers utilize secure data practices for storing, monitoring, reporting, and using data for program improvement.

(iii) Providers produce and utilize data reports in accordance with data and reporting guidance published by the professional educator standards board.

(f) Field experience and clinical practice. Providers offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role.

(i) Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125.

(ii) Providers ensure that candidates integrate knowledge and skills developed through field experiences with the content of programs' course work.

(iii) Providers offer field experiences that are in accordance with chapter 181-78A WAC and the board approved candidate assessment requirements.

(iv) Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density.

(g) Program resources and governance. Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

(i) Providers ensure that programs utilize a separate administrative unit responsible for the composition and organization of the preparation program.

(ii) Providers ensure the program has adequate personnel to promote teaching and learning.

(iii) Providers ensure the program has adequate facilities and resources to promote teaching and learning.

(2) General knowledge and skills standards are as follows:

(a) Teacher: The board adopts the national knowledge and skills competencies most recently published by the Council of Chief State School Officers known as the *Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards and Learning Progressions for Teachers* with any additions deemed necessary by the professional educator standards board.

Endorsement competencies will be aligned with the national standards of each content area/specialized professional organization, when such a national standard is available. Currently approved endorsement standards and competencies will be published on the board website.

(b) Principal: The board adopts the national knowledge and skills competencies most recently published by the National Policy Board for Educational Administration known as the *National Educational Leadership Preparation (NELP) Standards - Building Level* with any additions deemed necessary by the professional educator standards board.

(c) Superintendent: The board adopts the national knowledge and skills competencies published by the University Council of Educational Administration known as the *National Educational Leadership Preparation (NELP) Standards – District Level* published in 2018, or as subsequently revised.

(d) Program administrator: Provider may select national knowledge and skills competencies published by the University Council of Educational Administration known as the *National Educational Leadership*

Preparation (NELP) Standards - Building Level or those known as the *National Educational Leadership Preparation (NELP) Standards – District Level* with any additions deemed necessary by the professional educator standards board.

(e) School counselor: The board adopts the national knowledge and skills competencies most recently published by the Council for Accreditation of Counseling and Related Educational Programs known as the CACREP standards with any additions deemed necessary by the professional educator standards board.

(f) School psychologist: The board adopts the national knowledge and skills competencies most recently published by the National Association for School Psychologists known as the National Association for School Psychologists standards for graduate preparation of school psychologists with any additions deemed necessary by the professional educator standards board.

(g) Standards for career and technical education teacher preparation programs resulting in an initial certificate area, as published by the professional educator standards board and as described in WAC 181-77A-165.

(h) Standards for career and technical education administrator preparation programs are as published by the professional educator standards board.

[Statutory Authority: Chapter 28A.410 RCW. WSR 26-05-051, s 181-78A-220, filed 2/12/26, effective 3/15/26; WSR 21-20-052, § 181-78A-220, filed 9/28/21, effective 10/29/21; WSR 21-08-023, § 181-78A-220, filed 3/29/21, effective 4/29/21; WSR 18-17-089, § 181-78A-220, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 13-03-155, § 181-78A-220, filed 1/23/13, effective 2/23/13; WSR 11-01-047, § 181-78A-220, filed 12/7/10, effective 1/7/11; WSR 06-14-010, § 181-78A-220, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-220, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) through (4). WSR 02-04-014, § 180-78A-220, filed 1/24/02, effective 2/24/02. Statutory Authority: RCW 28A.410.010 and 28A.305.130 (1) and (2). WSR 99-23-023, § 180-78A-220, filed 11/9/99, effective 12/10/99. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-220, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-225 Acceptance of alternative standards and additions to national standards for school counselor and school psychologist preparation programs. (1) For a given program, the professional educator standards board may allow the substitution of alternative national standards for program approval standards for school counselor and school psychologist program approval, if they are deemed by the board to be equivalent to the board-adopted national standards for the role (WAC 181-78A-220 (2) through (5)).

(2) The professional educator standards board has deemed necessary the following additions to the standards adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

WAC 181-78A-232 (1)(a) and (2)(d); 181-78A-233 (2)(c) and (3)(c); 181-78A-235 (1)(b), (2)(b), and (3)(b) and (c).

(3) The professional educator standards board has deemed necessary the following additions to the standards adopted by the National Association of School Psychologists (NASP):

WAC 181-78A-232 (2)(d); 181-78A-233 (2)(c); 181-78A-234 (1)(a) and (b), (2)(a), (c), and (d); 181-78A-235 (1)(b), (2)(a), (b), and (d), (3)(b) and (c); 181-78A-236 (2)(c) and (f); and 181-78A-237 (1)(b).

(4) The professional educator standards board may allow the substitution of national standards (e.g., the National Council for Accreditation of Teacher Education (NCATE) teacher education standards) for program approval with any additions deemed necessary by the professional educator standards board. National standards may also be approved for programs in specific endorsement areas if they are deemed to be equivalent to state standards.

[Statutory Authority: Chapter 28A.410 RCW. WSR 25-16-024, s 181-78A-225, filed 7/28/25, effective 8/28/25; WSR 24-24-096, s 181-78A-225, filed 12/3/24, effective 1/3/25; WSR 21-20-052, § 181-78A-225, filed 9/28/21, effective 10/29/21. Statutory Authority: Chapters 28A.410 and 28A.413 RCW. WSR 19-15-144, § 181-78A-225, filed 7/24/19, effective 8/24/19. Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-225, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-225, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-225, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-231 Teacher, principal, career and technical education administrator, superintendent, and program administrator—Specific program approval domain standard—Candidates and cohorts. Candidates and cohorts. Providers of educator preparation programs recruit, select, support, and prepare diverse cohorts of candidates with potential to be outstanding educators.

(1) Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition promising educator candidates.

(a) Create, foster, and utilize effective partnerships to promote careers in teaching and educational leadership.

(b) Implement a targeted, data-informed outreach strategy that includes robust individualized enrollment support.

(c) Establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.

(d) Providers of teacher preparation programs develop and utilize candidate recruitment strategies that address state, district, and workforce shortage areas.

(e) Providers of career and technical education business and industry route programs establish and expand meaningful and effective recruitment and admissions partnerships with local school districts.

(2) Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington state public schools.

(a) Demonstrate strategic outreach that is highly accessible and responsive to local communities of color.

(b) Gather and use data to assess strategic outreach to improve responsiveness and effectiveness.

(c) Identify needs and provide supports for enrollment and success in educator preparation programs for local communities of color and candidates representing linguistic and ability diversity.

(3) Providers set, publish, and uphold program admission standards to ensure that all educator candidates and cohorts are academically capable and technically prepared to succeed in educator preparation programs.

(a) Articulate clear criteria and requirements for program entry requirements to applicants.

(b) Publish, and provide to applicants prior to admission, a list of program completion requirements under RCW 28A.410.270(5).

(c) Inform, advise, and support applicants on assessment requirements, timelines, occupational experience requirements, and other certification requirements.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-15-084, § 181-78A-231, filed 7/16/21, effective 8/16/21; WSR 21-08-023, § 181-78A-231, filed 3/29/21, effective 4/29/21. Statutory Authority: Chapters 28A.410 and 28A.413 RCW. WSR 19-15-144, § 181-78A-231, filed 7/24/19, effective 8/24/19.]

WAC 181-78A-232 Teacher, principal, career and technical education administrator, superintendent, and program administrator—Specific program approval domain standard—Candidate knowledge, skills, and cultural responsiveness. Knowledge, skills, and cultural responsiveness. Providers prepare candidates who demonstrate the knowledge, skills and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's approved standards.

(1) Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.

(a) Qualified faculty use multiple instructional strategies, pedagogies, and assessments to address candidates' academic language ability levels and cultural and linguistic backgrounds.

(b) Providers create opportunities for faculty members and program personnel to pursue, apply, and practice ongoing professional learning to improve their knowledge, skill, effectiveness, and cultural responsiveness.

(c) Faculty within the program and the unit collaborate among one another, with content specialists, P-12 schools, members of the broader professional community, and diverse members of local communities for continuous program improvement.

(d) Faculty members and program leaders systematically and comprehensively evaluate faculty's effectiveness in teaching and learning, and competence on the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204.

(2) Providers ensure that completers demonstrate the necessary subject matter knowledge for success as educators in schools.

(a) Candidates demonstrate knowledge and competence relative to the standards related to the role adopted by the board. Providers ensure that candidates in teacher preparation programs demonstrate the most recently published InTASC Standards, candidates in principal programs demonstrate the most recently published NELP - Building Level Standards, candidates in superintendent programs demonstrate the most recently published NELP - District Level Standards, candidates in pro-

gram administrator programs demonstrate the most recently published NELP Building or District Level Standards, candidates in school counselor programs demonstrate the most recently published CACREP standards, candidates in school psychologist programs demonstrate the most recently published NASP standards for graduate preparation of school psychologists, and candidates in career and technical education educator preparation programs demonstrate and document the career and technical education standards approved by the professional educator standards board.

(b) Teacher candidates must take a board approved basic skills assessment prior to program admission. A provider of a teacher preparation program must assure that all candidates entering the program have successfully met the basic skills requirement under chapter 181-01 WAC at the time of admission. The provider must collect and hold evidence of candidates meeting this requirement.

(c) Teacher candidates must take a content knowledge assessment prior to beginning student teaching. The provider must collect and hold evidence of candidates meeting this requirement. Teacher candidates apply content knowledge as reflected in board approved endorsement competencies. Endorsement assessments are not required for teacher candidates in career and technical education business and industry route programs.

(d) Providers ensure that educator candidates complete coursework on issues of abuse and emotional or behavioral distress in students under RCW 28A.410.035 and WAC 181-79A-200.

(e) Under RCW 28A.410.040, a teacher candidate whose only baccalaureate degree is in early childhood education, elementary education, or special education must have completed 30 quarter credits, or the equivalent in semester credits or continuing education credit hours, in one academic field in an endorsement area under WAC 181-82A-202.

(f) Candidates for an initial certificate in a career and technical education residency teacher preparation program must complete a minimum of 45 quarter credits, or the equivalent in semester credits or continuing education credit hours, in the specific career and technical education area for which certification is sought.

(3) Providers ensure that candidates demonstrate pedagogical knowledge and skill relative to the professional standards adopted by the board for the role for which candidates are being prepared.

(a) Candidates demonstrate knowledge and competence relative to the standards related to the role, which were adopted by the board. Providers ensure that candidates in teacher preparation programs demonstrate most recently published InTASC Standards, candidates in principal programs demonstrate most recently published NELP - Building Level Standards, candidates in superintendent programs demonstrate most recently published NELP - District Level Standards, candidates in program administrator programs demonstrate the most recently published NELP Building or District Level Standards, candidates in school counselor programs demonstrate the most recently published CACREP standards, candidates in school psychologist programs demonstrate the most recently published NASP standards for graduate preparation of school psychologists, and candidates in career and technical education educator preparation programs demonstrate and document the career and technical education standards approved by the professional educator standards board.

(b) Faculty and mentors provide regular and ongoing feedback to candidates regarding field based performance that is actionable and leads to improvement in candidates' practice.

(c) Providers demonstrate through structured observation, discussion, surveys, and/or artifacts that program completers effectively apply the professional knowledge, skills, and dispositions that the preparation program was designed to achieve.

(d) Providers may use the edTPA teacher performance assessment as a formative tool as long as notification to candidates is included in all program descriptions under chapter 28A.410 RCW.

(e) Providers of career and technical educator preparation programs provide candidates all necessary guidance to document, demonstrate, and submit for approval the required hours of occupational experience.

(f) In order to ensure that teacher and principal candidates can recognize signs of emotional or behavioral distress in students and appropriately refer students for assistance and support, teacher and principal preparation program providers must incorporate the social emotional standards and benchmarks, and must provide guidance to candidates on related competencies described in RCW 28A.410.270.

(4) Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators as described in the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204.

(a) Providers ensure that candidates demonstrate knowledge and competence relative to cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204.

(b) Providers offer all candidates meaningful, reflective opportunities to interact with racially and culturally diverse colleagues, faculty, P-12 practitioners, and P-12 students and families.

(c) Providers prepare candidates to adapt their practices based on students' prior experiences, cultural knowledge, and frames of reference to make learning encounters more relevant and effective.

(d) Providers ensure course work explicitly focuses on cultural responsiveness and integrates components of culturally responsive education within and throughout all courses.

(e) Faculty explicitly model equity pedagogy in course work and field experiences in ways that enable candidates to integrate their own cultural and linguistic backgrounds into classroom activities.

(5) Teacher candidates engage with the John McCoy (lulilaš) since time immemorial curriculum focused on history, culture, and government of American Indian peoples as prescribed in RCW 28B.10.710.

(a) There shall be a one quarter or semester course, or the equivalent in continuing education credit hours, in either Washington state history and government, or Pacific Northwest history and government in the curriculum of all teacher preparation programs.

(b) No person shall be completed from any of said programs without completing said course of study, unless otherwise determined by the Washington professional educator standards board.

(c) Any course in Washington state or Pacific Northwest history and government used to fulfill the requirement of this section shall include information on the culture, history, and government of the American Indian peoples who were the first human inhabitants of the state and the region.

(d) Teacher preparation program providers shall ensure that programs meet the requirements of this section by integrating the curriculum developed and made available free of charge by the office of the superintendent of public instruction into existing programs or courses and may modify that curriculum in order to incorporate elements that have a regionally specific focus.

[Statutory Authority: Chapter 28A.410 RCW. WSR 26-05-051, s 181-78A-232, filed 2/12/26, effective 3/15/26; WSR 22-08-101, § 181-78A-232, filed 4/5/22, effective 5/6/22; WSR 22-03-075, § 181-78A-232, filed 1/18/22, effective 2/18/22; WSR 21-20-052, § 181-78A-232, filed 9/28/21, effective 10/29/21; WSR 21-15-084, § 181-78A-232, filed 7/16/21, effective 8/16/21; WSR 21-08-023, § 181-78A-232, filed 3/29/21, effective 4/29/21; WSR 19-24-103, § 181-78A-232, filed 12/4/19, effective 1/4/20. Statutory Authority: Chapters 28A.410 and 28A.413 RCW. WSR 19-15-144, § 181-78A-232, filed 7/24/19, effective 8/24/19.]

WAC 181-78A-233 Teacher, principal, career and technical education program administrator, superintendent, and program administrator ——Specific program approval domain standard——Novice practitioners. Novice practitioners. Providers prepare candidates who are role ready.

(1) Providers prepare candidates who are ready to engage effectively in their role and context upon completion of educator preparation programs.

(a) The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

(b) Providers demonstrate that completers effectively apply the professional knowledge, skills, dispositions, and technical proficiency that the preparation experiences were designed to achieve.

(c) Faculty and supervisors contextualize educators' practice within contemporary socio-political context and within the administrative regulations in schools and districts.

(d) Inform and orient candidates to Washington state processes of certification, licensure, endorsements and ongoing professional learning opportunities and requirements as they apply to the role for which the candidate is being certified.

(2) Providers prepare candidates to develop reflective, collaborative, and professional growth-centered practices through regular evaluation of the effects of their practice through feedback and reflection.

(a) Prepare educator candidates to understand and demonstrate achievement and improvement in their practice.

(b) Providers prepare candidates to seek new learning to remain current in subject area(s), educational theories, practices, research, and ethical practice.

(c) Ensure that all candidates who complete the program exit the program with a professional growth plan (PGP) for program completion according to the guidance published by the professional educator standards board.

Candidates will align their PGPs to the most recently published standards as follows:

Teachers: The Interstate Teacher Assessment and Support Consortium (InTASC) standards.

CTE teachers: Standards under WAC 181-77A-165 and as published by the professional educator standards board.

Principals: The National Policy Board for Educational Administration (NPBEA) National Educational Leadership Preparation (NELP) Standards - Building level.

Superintendents: The National Policy Board for Educational Administration (NPBEA) National Educational Leadership Preparation (NELP) Standards - District level.

Program administrators: The National Policy Board for Educational Administration (NPBEA) National Educational Leadership Preparation (NELP) Standards - District or building level.

CTE directors: Standards as published by the professional educator standards board.

School counselors: American School Counseling Association (ASCA) Professional Standards and Competencies.

School psychologists: National Association of School Psychologists (NASP) Professional Practices.

(3) Providers prepare candidates for their role in directing, supervising, and evaluating paraeducators.

(a) Prepare teacher candidates to direct paraeducators working with students in the classroom.

(b) Prepare administrator candidates to supervise and evaluate paraeducators in schools.

(c) Providers ensure that all educator candidates demonstrate knowledge of the paraeducator standards of practice, as published by the paraeducator board.

(4) Providers require candidates to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements.

(a) Providers ensure educator candidates examine Washington's evaluation requirements specific to their role, including criteria, four-tiered performance rating system, student growth goals, and the preferred instructional frameworks used to describe the evaluation criteria.

(b) Providers ensure educator candidates demonstrate knowledge and skill in self-assessment, goal setting, and reflective practice.

(c) Providers of administrator programs ensure candidates examine and practice classroom observation skills that recognize and limit bias and promote rater agreement on the four-tiered system.

(d) Providers of administrator programs ensure candidates demonstrate knowledge and skill using student growth data and multiple measures of performance for use in evaluations.

(e) Providers of administrator programs ensure candidates demonstrate knowledge and skill conducting evaluation conferences and developing teacher and principal support plans resulting from evaluations.

(f) Providers of administrator programs ensure candidates demonstrate knowledge and skill in the use of an online tool to manage the collection of observation notes, teacher and principal submitted materials, and other information related to the conduct of the evaluation.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-15-085, § 181-78A-233, filed 7/16/21, effective 8/16/21; WSR 21-08-023, § 181-78A-233, filed 3/29/21, effective 4/29/21. Statutory Authority: Chapters 28A.410 and 28A.413 RCW. WSR 19-15-144, § 181-78A-233, filed 7/24/19, effective 8/24/19.]

WAC 181-78A-234 Teacher, principal, career and technical education program administrator, superintendent, and program administrator ——Specific program approval domain standard——State and local workforce

needs. State and local workforce needs. Providers contribute positively to state and local educator workforce needs.

(1) Providers partner with local schools, districts, and communities to assess and respond to educator workforce, student learning, and educator professional learning needs.

(a) Establish and develop partnerships (e.g., schools, districts, community colleges, workforce boards, etc.) to understand educator workforce surplus and shortages.

(b) Maintain and use partnerships to gather anecdotes, contacts, and data that identify and describe local workforce needs.

(2) Providers use preparation program and workforce data in cooperation with professional educator advisory boards to assess and respond to local and state workforce needs.

(a) Providers use local and state workforce data to identify and monitor state and local educator and workforce shortages across local districts, industries, and content areas relevant for the roles for which the program recommends certification.

(b) Analyze enrollment, preparation process, and program outcomes data to understand programs' process and performance relative to the local and state educator and industry workforce needs relevant for the roles for which the program recommends certification.

(c) Present to professional educator advisory boards workforce data and program analyses to develop program goals and strategies that can be enacted to meaningfully address state and local workforce needs.

(d) Share among faculty, staff, and professional educator advisory boards program's current practice and effectiveness addressing state and local workforce needs.

(3) Providers of teacher educator preparation programs prepare and recommend increasing numbers of candidates in endorsement and areas identified by the board as workforce priorities.

(a) Recruit and prepare candidates for content areas in response to local and state workforce needs.

(b) Meet the content area needs identified by workforce data of the state and the region.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-08-023, § 181-78A-234, filed 3/29/21, effective 4/29/21. Statutory Authority: Chapters 28A.410 and 28A.413 RCW. WSR 19-15-144, § 181-78A-234, filed 7/24/19, effective 8/24/19.]

WAC 181-78A-235 Teacher, principal, career and technical education administrator, superintendent, and program administrator—Specific program approval domain standard—Data systems. Data systems. Providers maintain data systems that are sufficient to evaluate program performance, direct program decision making, inform state-level priorities, and report to the board.

(1) Providers develop and maintain effective data systems that are sufficient for program growth, evaluation, and mandated reporting.

(a) Maintain a data infrastructure that enables storage, tracking, and reporting functions to meet annual data submission requirements and assess program design and outcomes in alignment with state standards.

(b) Collect, store, and report data according to the data manual and report guidance published by the professional educator standards board.

(c) Systematically and comprehensively gather data and evidence on recruitment, retention, candidate learning, and program operations.

(d) Include in data and assessment systems processes and safeguards that ensure fair and unbiased assessment of candidates.

(2) Providers utilize secure data practices for storing, monitoring, reporting, and using data for program improvement.

(a) Develop, publish, and maintain program-specific standards for data security, access, and governance.

(b) The professional educator advisory board annually reviews and analyzes data for the purposes of determining whether candidates have a positive impact on student learning and report to the program provider recommendations for programmatic change.

(c) Program leaders aggregate program and candidate data over time and incorporate perspectives of faculty, data administrators, professional educator advisory boards, candidates, and district and school P-12 partners to inform program decision making.

(d) Program providers consider and respond in writing to recommendations for program change from the members of the professional education advisory board.

(3) Providers produce and utilize data reports in accordance with data manual and reporting guidance published by the board.

(a) Faculty, administrators, and professional educator advisory board members collaborate for program review and improvement.

(b) Data administrators submit annual data according to data manual, schedule, and reporting guidance published by the board.

(c) Gather and submit additional program and candidate data as requested by the board as needed to complete all aspects of the program review process.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-08-023, § 181-78A-235, filed 3/29/21, effective 4/29/21. Statutory Authority: Chapters 28A.410 and 28A.413 RCW. WSR 19-15-144, § 181-78A-235, filed 7/24/19, effective 8/24/19.]

WAC 181-78A-236 Teacher, principal, career and technical education administrator, superintendent, and program administrator—Specific program approval domain standard—Field experience and clinical practice. Field experience and clinical practice. Providers offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role.

(1) Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement under WAC 181-78A-125.

(a) The program provider and school partners cooperatively design, implement, and evaluate field experiences and clinical practices conforming to board standards and requirements for the role.

(b) Clinical practice for teacher candidates in programs approved to offer traditional routes to teacher certification must consist of no less than 450 hours in a classroom setting, with a qualifying mentor teacher. Clinical practice for teacher candidates in programs ap-

proved to offer alternative routes to certification must consist of no less than 540 hours in a classroom setting with a qualifying mentor.

(c) Principal candidates complete an internship for a full school year, consisting of at least 540 hours, half of which must be during school hours when students and/or staff are present. Interning candidates must demonstrate that they have the appropriate, specific skills pursuant to the standards identified in WAC 181-78A-220 and 181-78A-232.

(d) Superintendent candidates must complete an internship of at least 360 hours. Interning candidates must demonstrate that they have the appropriate, specific skills pursuant to the standards identified in WAC 181-78A-220 and 181-78A-232.

(e) Candidates in career and technical education teacher preparation programs as described in WAC 181-77-031 must complete a student teaching experience of at least 450 hours. Candidates must demonstrate that they have the appropriate, specific skills pursuant to the standards identified in the career and technical education standards approved by the professional educator standards board.

(f) Candidates in career and technical education administrator and business and industry route programs must complete a practicum of at least 60 hours. Candidates must demonstrate that they have the appropriate, specific skills pursuant to the standards identified in the career and technical education standards approved by the professional educator standards board.

(g) Providers articulate in writing clear entry and exit criteria as well as a process for mitigating concerns during clinical practice for candidates, school leader(s), and the mentor.

(2) Providers ensure that candidates integrate knowledge and skills developed through field and industry experiences with the content of programs' course work.

(a) Providers offer field experiences in which teacher and principal candidates plan, practice, discuss, and reflect upon methods of instruction and differentiation, and all educator candidates demonstrate that they have the appropriate, specific relevant skills pursuant to WAC 181-78A-220 and 181-78A-232 to be effective in the role.

(b) Integrate assignments, assessments, and actionable feedback throughout candidates' field experiences.

(c) Provide faculty supervision, including supervisory visits, on an ongoing basis.

(d) Identify and recruit mentors for candidates who are educational leaders collaboratively with the partner school(s) or district(s).

(e) Ensure that candidates' mentors are fully certificated school personnel and have a minimum of three years of professional experience in the role they are supervising.

(f) Mentors and school leaders are provided with a set of internship expectations and receive, or provide evidence of having received, training and experience mentoring adult learners and culturally responsive teaching and learning.

(g) Effectiveness of mentor preparation and communication are reviewed annually by program faculty.

(3) Providers offer field experiences in accordance with chapter 181-78A WAC and the board approved candidate assessment requirements.

(a) Ensure that educator candidates are placed in settings where they can be evaluated and given actionable feedback, including on the cultural competency, diversity, equity, and inclusion standards under WAC 181-85-204.

(b) Ensure that educator candidates are fingerprinted and have completed required character clearance prior to placement in field experience settings.

(4) Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status or local population density.

(a) Field experiences provide opportunities to work in communities or with student populations with backgrounds dissimilar to the background of the candidate.

(b) Course assignments and discussions offer candidates opportunities to reflect upon interactions with diverse populations and communities in order to integrate professional growth in cultural responsiveness as a habit of practice.

(c) Candidates have opportunities to design, implement and receive feedback on cultural responsiveness in lessons, assignments, and activities.

[Statutory Authority: Chapter 28A.410 RCW. WSR 22-08-101, § 181-78A-236, filed 4/5/22, effective 5/6/22; WSR 21-20-052, § 181-78A-236, filed 9/28/21, effective 10/29/21; WSR 21-08-023, § 181-78A-236, filed 3/29/21, effective 4/29/21; WSR 20-20-091, § 181-78A-236, filed 10/5/20, effective 11/5/20. Statutory Authority: Chapters 28A.410 and 28A.413 RCW. WSR 19-15-144, § 181-78A-236, filed 7/24/19, effective 8/24/19.]

WAC 181-78A-237 Teacher, principal, career and technical education administrator, superintendent, and program administrator—Specific program approval domain standard—Program resources and governance. Program resources and governance. Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

(1) Providers ensure that programs utilize a separate administrative unit responsible for the composition and organization of the preparation program.

(a) An officially designated administrator is responsible for the composition and organization of the preparation program.

(b) Budgetary allocations are sufficient for the program to assure that candidates meet standards and requirements of the board.

(2) Providers ensure the program has adequate personnel to promote teaching and learning.

(a) Workload policies allow program personnel to effectively perform their assigned responsibilities within the program.

(b) Specific program personnel are assigned the responsibility of advising applicants for certification and endorsements and for maintaining certification records.

(c) The program has adequate field supervisors and other support personnel.

(3) Providers ensure the program has adequate facilities and resources to promote teaching and learning.

(a) The program has the necessary classrooms, lab space, office space, and/or other facilities.

(b) The program has technology, library, curricular, and electronic information resources.

(c) The facilities support faculty and candidate use of technology.

[Statutory Authority: Chapter 28A.410 RCW. WSR 21-08-023, § 181-78A-237, filed 3/29/21, effective 4/29/21. Statutory Authority: Chapters 28A.410 and 28A.413 RCW. WSR 19-15-144, § 181-78A-237, filed 7/24/19, effective 8/24/19.]

OTHER PROGRAM APPROVAL REQUIREMENTS

WAC 181-78A-307 Course work/internship waiver. Educator preparation program providers may waive required course work or waive or reduce in length the required internship for any candidate, if the provider determines based on individual review that previous course work, work experiences, or alternative learning experiences have or will provide the candidate knowledge and skills to be otherwise gained from the required course work or internship.

[Statutory Authority: Chapter 28A.410 RCW. WSR 18-17-089, § 181-78A-307, filed 8/14/18, effective 9/14/18. Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-307, filed 12/7/10, effective 1/7/11. WSR 06-02-051, recodified as § 181-78A-307, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-307, filed 12/23/98, effective 1/23/99.]

WAC 181-78A-330 Demographic information. Building on the mission to prepare educators who demonstrate a positive impact on student learning, approved preparation programs annually shall provide the professional educator standards board the following information:

(1) Demographic characteristics, including gender and ethnicity, of students completing approved programs during the period from July 1 of the previous year to June 30 of the reporting year;

(2) The number of full-time and part-time faculty and graduate teaching assistants teaching in approved programs during each term from summer through spring of the reporting year; and

(3) Demographic characteristics of faculty teaching in approved programs including ethnicity and gender.

[Statutory Authority: RCW 28A.410.210. WSR 06-14-010, § 181-78A-330, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-330, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-330, filed 12/23/98, effective 1/23/99.]

ADMINISTRATOR INTERNSHIPS

WAC 181-78A-400 Internship standards—State-funded administrator interns. (1) Principal, superintendent, and program administrator interns participating in the state-funded administrator internship program shall meet the following standards:

(a) Enrollment in a principal, superintendent or program administrator preparation program approved by the professional educator standards board, pursuant to WAC 181-78A-105.

(b) Completion of all administrator field experience, knowledge and skill certification requirements, pursuant to chapters 181-78A and 181-79A WAC.

(c) Completion of up to forty-five internship days for school employees selected for a principal, superintendent or program administrator certification internship when K-12 students and/or staff are present; provided the internship shall meet the following criteria:

(i) The intern, mentor administrator and college/university intern supervisor shall cooperatively plan the internship, provided that the school district is encouraged to include teachers and other individuals in the internship planning process.

(ii) Superintendent interns shall demonstrate competency in the standards identified as needing development by the mentor administrator, college/university supervisor, and the intern, pursuant to WAC 181-78A-270(3). Principal and program administrator interns admitted to programs before September 1, 2004, shall demonstrate competency in the performance domains identified as needing development by the mentor administrator, college/university, and the intern, pursuant to either WAC 181-78A-270 (2)(a) or (b) pursuant to WAC 181-78A-100. Principal and program administrator interns admitted to programs on or after September 1, 2004, shall demonstrate competency in the standards identified as needing development by the mentor administrator, college/university supervisor, and the intern, pursuant to WAC 181-78A-270 (2)(b).

(iii) The activities to be undertaken to implement the internship shall be outlined in writing.

(d) The intern, institution/organization supervisor and mentor administrator shall determine whether the intern days and the selected performance domains or competencies were demonstrated.

(2) Participating institution/organization and school districts may establish additional internship standards and shall report such standards to the professional educator standards board.

(3) Each institution/organization shall submit a summary report of the internships to the professional educator standards board.

[Statutory Authority: RCW 28A.410.210. WSR 11-01-047, § 181-78A-400, filed 12/7/10, effective 1/7/11; WSR 06-14-010, § 181-78A-400, filed 6/22/06, effective 7/23/06. WSR 06-02-051, recodified as § 181-78A-400, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 02-18-037, § 180-78A-400, filed 8/26/02, effective 9/26/02. Statutory Authority: RCW 28A.305.130 (1) and (2), 28A.410.010 and 28A.150.220(4). WSR 99-01-174, § 180-78A-400, filed 12/23/98, effective 1/23/99.]

PROFESSIONAL CERTIFICATE PROGRAMS—PROGRAM APPROVAL STANDARD—SPECIFIC—KNOWLEDGE AND SKILLS

WAC 181-78A-700 First peoples' language, culture, and oral tribal traditions certification program—Findings, purposes and intent—Definitions—Program established—Tribal eligibility to participate—

Program requirements—Assignment of teachers—Reports. (1) **FINDINGS.** The professional educator standards board endorses the following:

(a) Teaching first peoples' languages can be a critical factor in successful educational experiences and promoting cultural sensitivity for all students. The effect is particularly strong for native American students;

(b) First peoples' languages are falling silent. Despite tribal efforts, first peoples' languages are not fully incorporated into the school systems. This is a loss to the cultural heritage of the affected tribes and to the cultural resources of Washington state;

(c) Recognition of native American languages under RCW 28A.230.090(3) and 28B.80.350(2), as satisfying state or local graduation requirements and minimum college admission requirements, while concentrating on promoting a positive impact on student learning through state policies, is insufficient to meet the educational needs of native American students;

(d) The potential to have a positive impact on student learning is in part dependent on the willingness of the local education agency to collaborate with the sovereign tribal government's language/culture program;

(e) It is within the statutory authority of the professional educator standards board to enhance the learning opportunities for all students by helping prevent the loss of first peoples' languages through assisting the state's sovereign neighbors to sustain, maintain or recover their linguistic heritage, history and culture;

(f) From the Multi-Ethnic Think Tank position statement, June 2001:

(i) "…A culturally inclusive pedagogy will ensure the success of all students, who will develop greater appreciation of other cultures and worldviews;"

(ii) "All students have prior experiences that frame their worldview; learn from childbirth and are lifelong learners; can academically achieve at high levels when they are appropriately taught; and are entitled to learn in a multicultural context;"

(g) Research has shown that students who study another language may benefit in the following ways: Greater academic success in other areas of study, including reading, social studies, and mathematics; a clearer understanding of the English language including function, vocabulary and syntax; and an increase on standardized test scores, especially in verbal areas;

(h) From the Native American Languages Act, Public Law 101-477, Section 102, 1990:

(i) "The traditional languages of Native Americans are an integral part of their cultures and identities and form the basic medium for the transmission, and thus survival, of Native American cultures, literatures, histories, religions, political institutions, and values;"

(ii) "Languages are the means of communication for the full range of human experiences and are critical to the survival of cultural and political integrity of any people"; and

(i) There are many sovereign tribal nations in the state of Washington and they serve the needs of many groups of first peoples, each possessing unique languages, cultures and worldviews.

(2) **PURPOSES.** The purpose of this section of the established first peoples' language, culture, and oral tribal traditions program is to accomplish the following goals:

(a) To honor the sovereign status of tribal governments in their sole expertise in the transmission of their indigenous languages, heritage, cultural knowledge, customs, traditions and best practices for the training of first peoples' language, culture, and oral tribal traditions teachers;

(b) Contribute to a positive impact on student learning by promoting continuous improvement of student achievement of the sovereign tribal government's language/culture learning goals, as established by each sovereign tribal government's language/culture program, and by supporting the goals for multicultural education included in the 2001 position statement developed by the Washington state Multi-Ethnic Think Tank;

(c) Contribute to the preservation, recovery, revitalization, and promotion of first peoples' languages and cultures;

(d) Meaningfully acknowledge that language is inherently integral to native American culture and ways of life;

(e) Implement in a tangible way the spirit of the 1989 Centennial Accord and the 2000 Millennium Accord between Washington state and the sovereign tribal governments in the state of Washington;

(f) Provide a mechanism for the professional educator standards board to recognize tribally qualified language/culture teachers as eligible to receive a Washington state first peoples' language/culture teaching certificate; and

(g) Provide the opportunity for native American students to learn first peoples' languages and cultures while at school and provide another avenue for students to learn core curricula through first peoples' worldviews.

(3) **INTENT.** It is the intent of the professional educator standards board to work in collaboration with the sovereign tribal governments of Washington state to establish a Washington state first peoples' language, culture, and oral tribal traditions teacher certification program in order to:

(a) Act in a manner consistent with the policy as specified in the Native American Languages Act, P.L. 101-477 Sec. 104(1) "preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages";

(b) Act in a manner consistent with Washington state's government-to-government relationship with Washington state sovereign tribal governments and use the Washington state first peoples' language, culture, and oral tribal traditions certification programs to model effective government-to-government relationships;

(c) Act in a manner consistent with the goal of the state Basic Education Act under RCW 28A.150.210;

(d) Act in a manner consistent with the following purposes of Public Law 107-110, "No Child Left Behind Act":

(i) "Holding schools, local education agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education," [Sec. 1002(4)];

(ii) "Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time," [Sec. 1002(8)];

(iii) "Promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content," [Sec. 1002(9)];

(iv) "…Supporting local education agencies, Indian tribes, organizations, postsecondary institutions and other entities to meet the unique education, culturally related academic needs of American Indian and Alaskan native Students" [Sec. 7102(a)];

(e) Act on its involvement with and adoption of the 1991 joint policy statement on Indian education:

"K-12 American Indian dropout prevention is a priority of schools. Effective education needs to be implemented throughout the K-12 school system if the American Indian student is to achieve academic and personal success";

(f) Acknowledge that there is a public responsibility to make available to all students in the state of Washington an accurate and balanced study of the American Indian experiences with and contributions to life on this continent;

(g) Act on the following professional educator standards board beliefs:

(i) In order to meet the needs of all students, highly qualified teachers are required;

(ii) All professional educator standards board policies and activities should meet the needs of the state's diverse student population;

(iii) In order for all students to achieve at high levels, multiple learning styles and needs must be supported; and

(h) Act on the following goals from the professional educator standards board's 2002-05 work plan:

(i) Professional education and certification requirements are aligned with education reform and support a positive impact on student learning;

(ii) All students shall be provided equitable educational opportunities.

(4) **DEFINITIONS.**

(a) "Positive impact on student learning" shall mean:

(i) The same as under WAC 181-78A-010(8) and 180-16-220 (2)(b); and

(ii)(A) Supporting the goal of basic education under RCW 28A.150.210, "…to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives…";

(B) Promoting continuous improvement of student achievement of the state learning goals and the sovereign tribal government's language/culture learning goals as established by each sovereign tribal government's language/culture program;

(C) Recognizing nonacademic student learning and growth related, but not limited, to: Oral traditions, community involvement, leadership, interpersonal relationship skills, teamwork, self-confidence, resiliency, and strengthened unique cultural identities;

(iii) Developing greater appreciation of other cultures and worldviews;

(b) A "culturally sensitive environment" honors the unique history, culture, values, learning styles, and community of the student. For example, to demonstrate the value of the language and culture, the homeroom teacher participates in the language/culture classroom. A "culturally sensitive environment" also includes those provisions as

outlined in the Washington state joint policy on equity in education, revised in May 2000.

(c) For the purpose of this section, "highly qualified teachers" shall mean those teachers who meet the standards of the sovereign tribal government's language/culture program.

(5) **PROGRAM ESTABLISHED.** A Washington state first peoples' language, culture, and oral tribal traditions teacher certification program is established in January 2007. First peoples' language, culture, and oral tribal traditions teacher certificates issued prior and subsequent to June 30, 2006, shall be kept valid per subsection (8)(d)(iv) of this section.

(6) **TRIBAL ELIGIBILITY TO PARTICIPATE.** Any sovereign tribal government in the state of Washington shall be eligible to participate individually on a government-to-government basis in the program.

(7) **CERTIFYING AUTHORITY.**

(a) Only a participating sovereign tribal government may certify individuals who meet the tribe's criteria for certification as a teacher in the Washington state first peoples' language, culture, and oral tribal traditions teacher certification program.

(b) The office of the superintendent of public instruction shall not authorize or accept a certification or endorsement in Washington state first peoples' language, culture, and oral tribal traditions without certification from a participating sovereign tribal government.

(8) **PROGRAM REQUIREMENTS.**

(a) Each sovereign tribal government will certify individuals who meet the tribe's criteria for certification as instructors in the Washington state first peoples' language, culture, and oral tribal traditions program.

(b) Each sovereign tribal government's language/culture program shall submit to the superintendent of public instruction the following information for each eligible language/culture teacher desiring to participate in the program:

(i) Written documentation that each designated teacher has completed the sovereign tribal government's language/culture teacher certification program;

(ii) Written documentation that each designated teacher has completed the background check required under RCW 28A.410.010 and WAC 181-79A-150 (1) and (2);

(iii) Written documentation that each designated teacher has completed a course on issues of abuse as required by RCW 28A.410.035 and WAC 181-79A-030(6);

(iv) Designation of which language(s), or dialects thereof, shall be listed on the Washington state first peoples' language, culture, and oral tribal traditions certificate;

(c) After meeting the requirements of (b) of this subsection, the office of the superintendent of public instruction shall issue each teacher a Washington state first peoples' language, culture, and oral tribal traditions teaching certificate;

(d) Tribes will individually determine the continuing education and first peoples' language, culture, and oral tribal traditions certificate renewal requirements for their tribal language endorsement. As such, each tribe will do the following. Notify the certification division of the office of superintendent of public instruction when:

(i) A teacher has met the requirements for renewal/continuing education; or

(ii) A teacher has not met the requirements for renewal/continuing to hold a first peoples' language, culture, and oral tribal traditions certificate; or

(iii) A tribe, at any time, withdraws a teacher certification for any reason.

(iv) Every five years, the tribes will provide documentation that the certificate holder continues to meet the requirements of (a) of this subsection;

(e) To support a positive impact on student learning, the local education agency in consultation with the sovereign tribal government's language/culture program is strongly encouraged to provide:

(i) A minimum of one contact hour per day, five days a week;

(ii) Access to the same students from year to year, to the extent possible, so that students who receive instruction during the first year of the program can continue to receive instruction throughout the first year of the program;

(iii) A culturally sensitive environment as defined in subsection (4)(b) of this section; or

(iv) Some combination of (e)(i), (ii), and (iii) of this subsection which will allow a positive impact on student learning;

(f) To document a positive impact on student learning, the sovereign tribal government's language/culture program is encouraged to provide written documentation of how teaching the first peoples' language/culture has supported the promotion of continuous improvement of student achievement of the program learning goals as established by each sovereign tribal government's language/culture program;

(g) To support a greater understanding of the government-to-government relationship, the professional educator standards board is strongly encouraged to make site visits and attend meetings with the local education agency and the sovereign tribal government's language/culture program;

(h) Nothing in this section shall be interpreted as precluding any eligible tribe in consultation with the state or in consultation with any local education agency from entering into an inter-governmental agreement or compact related to the teaching of first peoples' languages and cultures in order to address unique issues related to individual sovereign tribal governments.

(9) **ASSIGNMENT OF TEACHERS.**

(a) The holder of a Washington state first peoples' language, culture, and oral tribal traditions teacher certificate shall be deemed qualified to be a teacher of first peoples' language, culture, and oral tribal traditions with the ability to meet individual tribal competency criteria for language/culture, history, and English.

(b) A Washington state first peoples' language, culture, and oral tribal traditions teacher certificate qualifies the holder to accept a teaching position in a public school district.

(c) The holder of a Washington state first peoples' language, culture, and oral tribal traditions teacher certificate who does not also hold an initial, residency, continuing or professional certificate shall be assigned to teach only the language(s)/culture(s) designated on the certificate, and no other subject.

(d) The Washington state first peoples' language, culture, and oral tribal traditions teacher certificate is recognized by the state of Washington for as long as the teacher holds a valid language/culture certificate from a participating sovereign tribal government.

(e) A Washington state first peoples' language, culture, and oral tribal traditions teacher certificate will serve as the sole endorse-

ment in first peoples' language, culture, and oral tribal traditions for anyone holding an initial, residency, continuing or professional certificate.

(10) **TRIBAL PREPARATION PROGRAM REVIEW.**

(a) Every five years, the joint committee of the professional educator standards board and the first peoples' language/culture committee shall prepare a report that includes:

(i) Reports from each participating tribe related to progress in meeting program objectives, with particular emphasis on positive impact on students;

(ii) Appraisal of the government-to-government relationship; and

(iii) Any relevant recommendations for continued program success.

(b) In order to promote understanding and collaboration, beginning with the second year of the program, the professional educator standards board may accept invitations from participating tribes to visit at least two tribal programs per year as identified and invited by the individual tribal programs.

(c) Annually, the professional educator standards board will commit to ensuring a professional educator standards board member(s) and staff attends the first peoples' language/culture committee meeting. The professional educator standards board will proactively identify opportunities to share information about the first peoples' language/culture program in order to support its growth and development.

[Statutory Authority: RCW 28A.410.210. WSR 08-04-013, § 181-78A-700, filed 1/24/08, effective 2/24/08; WSR 07-12-005, § 181-78A-700, filed 5/24/07, effective 6/24/07; WSR 07-04-015, § 181-78A-700, filed 1/25/07, effective 2/25/07. Statutory Authority: RCW 28A.410.210 and 28A.410.010. WSR 06-11-161, § 181-78A-700, filed 5/24/06, effective 6/24/06. WSR 06-02-051, recodified as § 181-78A-700, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.305.130 and 28A.410.010. WSR 03-04-026, § 180-78A-700, filed 1/27/03, effective 2/27/03.]

Reviser's note: The brackets and enclosed material in the text of the above section occurred in the copy filed by the agency.