

PESB Updates & Grow Your Own Teachers

Brendan O'Connor, PESB Program Specialist
Alexandra Manuel, Director, Educator Pathways, PESB

WSPA Conference 2016

Road Map to Career Long Path

A series of Prezi videos covering the continuum of educator certification and renewal.

- <http://www.pesb.wa.gov/educators/road-map-to-career-long-path>

Navigating the certification process (WEA)

- <https://www.washingtonea.org/>

Long-term Substitutes

- WAC 181-79A-231 (2)(a) The substitute certificate entitles the holder to act as substitute during the absence of the regularly certificated staff member for a period not to exceed **one hundred eighty days** during the school year in any one assignment. Districts or approved private schools employing a teacher holding a substitute certificate in any one assignment for more than thirty days must within twenty days develop a plan of professional learning for the individual that is appropriate to the assignment and designed to support their professional growth and enhance instructional knowledge and skills to meet district needs and better assist students in meeting the state learning goals.

Intern Substitute Teacher Certificate

- District may request this certificate for a student teacher.
- Preparation program must approve the certificate.
- Limited to the classroom assigned for student teaching during the absence of the mentor teacher.
- [WAC 181-79A-231](#)

Field Placement Partnerships

- Check E-Cert for each student teacher's OSPI Residency Clearance Letter

Credentials **Legacy**

Hide Old Applications

| View | ID | Document | Description | Status | Background | Source | Received | Fee | Pay Info | Balance | Detail |
|------|--------|----------|-------------------------|--------|------------|--------|------------|-----|----------|---------|--------|
| View | 957276 | 4050 | Pre Residency Clearance | CLOSED | No | EDU | 03/26/2015 | | | | Detail |

Hide Old Certificates

| Select | View | App ID | Certificate | Status | Recommend | App Date | Issued | Effective | Expires | Printed? | Permit? |
|--------|------|--------|-------------------------------------|--------|-----------------------|------------|------------|------------|------------|------------|---------|
| Select | View | 957276 | PRE-RESIDENCY CERTIFICATE CLEARANCE | Issued | WA-19901 (08/05/2015) | 03/26/2015 | 08/05/2015 | 08/05/2015 | 08/05/2017 | 08/11/2015 | |

Endorsements For Selected Certificate

| App ID | Endorsement | Description | Status | Recommend | App Date | Issued | Effective | Expires |
|--------|-------------|-------------|--------|-----------|----------|--------|-----------|---------|
|--------|-------------|-------------|--------|-----------|----------|--------|-----------|---------|

ESSA and HQT

- PESB has examined the new ESSA and believes assignment policy will be what schools will be expected to follow.
 - <http://www.pesb.wa.gov/districts>
- OSPI handles HQT and determines effective date.
 - <http://www.k12.wa.us/ESEA/ESSA/HQT.aspx>

Assignment Policy

Tool for matching course content by teacher endorsement:

- http://www.pesb.wa.gov/districts/assignment_rule_app

In progress additions:

- Middle Level
- SPED

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[Districts and ESDs](#) > [Look up assignment rules](#) >
Look up by course and endorsement

Endorsement Type Name State Course Name

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| Endorsement Type Name | State Course Name |
|--------------------------------------|---|
| ART | Art Appreciation 05151, Art History 05152, AP Art History of Art 05153, Creative ArtComprehensive 05154, Creative Art Drawing/Painting 05155, Creative Art Drawing 05156, Creative Art Painting 05157, Creative Art Sculpture 05158, Ceramics/Pottery 05159, Printmaking/Graphics 05160, Printmaking 05161, Graphic Design 05162, Textiles 05164, Crafts 05165, Jewelry 05166, Computer-Assisted Art 05169, Art Portfolio 05170, AP Studio ArtGeneral Portfolio 05171, AP Studio ArtDrawing Portfolio 05172, IB Art/Design 05173, Visual Arts Independent Study 05197, Visual Arts Workplace Experience 05198, Visual Arts Other 05199, Integrated Fine Arts 05201, Fine and Performing Art Independent Study 05997, Fine and Performing Art Workplace Experience 05998, Fine and Performing Art Other 05999, Web Page Design, Computer Graphics, Digital Media Technology 11151, Desktop Publishing 11152, Digital Media Design and Production 11153, Commercial Graphic Design 11154, Graphic Technology 11155, Photography and Printing Technology 11156, Photoengraving 11157, Print Press Operations 11158, Particular Topics in Printing Technology and Production 11159 |
| MUSIC | General Band 05101, Concert Band 05102, Marching Band 05103, Orchestra 05104, Contemporary Band 05105, Instrumental Ensembles 05106, Piano 05107, Guitar 05108, Individual TechniqueInstrumental Music 05109, Chorus 05110, Vocal Ensembles 05111, Individual TechniqueVocal Music 05112, Music Theory 05113, AP Music Theory 05114, IB Music 05115, Music History/Appreciation 05116, Music History 05117, Music Appreciation 05118, Composition/Songwriting 05119, MusicIndependent Study 05147, MusicWorkplace Experience 05148, MusicOther 05149, Integrated Fine Arts 05201, Fine and Performing Art Independent Study 05997, Fine and Performing Art Workplace Experience 05998, Fine and Performing Art Other 05999 |
| PHYSICAL EDUCATION | Physical Education 08001, Team Sports 08002, Individual/Dual Sports 08003, Recreation Sports 08004, Fitness/Conditioning Activities 08005, Corps Movement 08006, Adapted Physical Education 08007, Gymnastics 08008, Weight Training 08009, Aquatics/Water Sports 08010, Tennis 08011, Self-defense 08012, Specific Sports Activities 08013, Physical Education Equivalent 08014, Off-Campus Sports 08015, Lifetime Fitness Education 08016, Sports Physiology 08017, Physical EducationIndependent Study 08047, Physical EducationWorkplace Experience 08048, Physical EducationOther 08049, Health Education 08051, Health and Fitness 08052, Community Health 08053, Special Needs Health Education 08054, Safety and First Aid 08055, Health for Parenting Teens 08056, Health and Life Management 08057, Substance Abuse Prevention 08058, Health EducationIndependent Study 08097, Health EducationWorkplace Experience 08098, Health EducationOther 08099, Physical Education/Health/Drivers Education 08201, Physical, Health, and Safety EducationAide 08995, Physical, Health, and Safety EducationIndependent Study 08997, Physical, Health, and Safety EducationWorkplace Experience 08998, Physical, Health, and Safety EducationOther 08999 |
| READING ENGLISH AS A SECOND LANGUAGE | Language Arts Laboratory 01009, Strategic Reading 01066, Assisted Reading 01067, Corrective Reading 01068 English as a Second Language 01008 |

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Downloadable

Growing Your Own Teacher programs are becoming increasingly important for developing future teachers for districts due to teacher shortage.

Hopes to leave with

- Current vehicles available to grow your own teachers, including alternate routes, retooling and teacher academies.
 - Grow your own teacher programs
 - Options for developing current educators
 - Engaging in policy and innovation
- District innovation and the policy implications

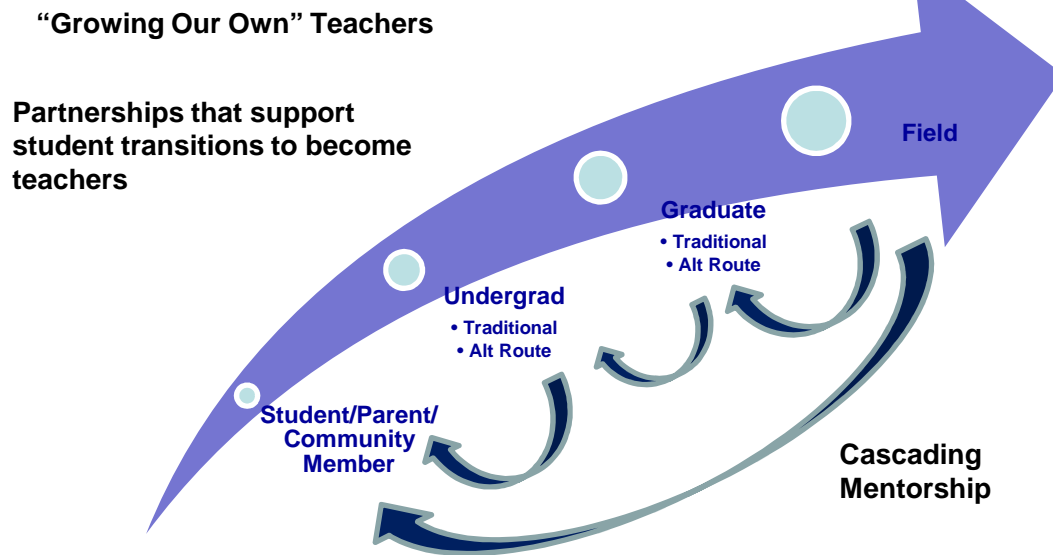
Issues of Assignment

- Sunsetting of Highly qualified- provides increased flexibility and opportunity
- **Utilizing limited certificates as entry points**
- Statewide prioritization of assignment policy-Emerging data capability to match endorsements to courses
- PESB development of online tools that show tables for courses and matching endorsements, and reports on district assignment of endorsed teachers to courses

Programs that can help

- Retooling Program
- Alternate Routes to Certification Scholarship Program
- Conditional Loan Scholarship Program
- Teaching Academies
- Grants

Linking the Pathway



What's an Alt Route?

- 2001 – Legislature Created
- More diverse (25% nonwhite compared to 8%)
- Since 2002 -
 - Partnerships between school districts and preparation programs
 - Full-time, classroom-based mentored internships; some as teacher of record
 - Career-changers and experience para-educators
 - Loan forgiveness for service in shortage areas
- Key Features include:
 - individualized instruction
 - residency model
 - open exit
 - targeted populations of candidates
 - Learning to teach while teaching
- 1,461 completers teaching in WA schools

Programs

Alternate Route Program Characteristics:

- Residency based, full year mentored internship;
- Guided by Individualized Teacher Development Plan for each candidate;
- The majority of candidates exit the program with multiple endorsements and/or endorsed in content specific areas such as Math and Sciences;
- All day, everyday placement in classrooms with trained mentor teachers;
- Provides more clinical experience than traditional programs;
- Cost effective- Required to be package priced below traditional programs.

Programs

Alternative Route Program Characteristics:

- Learning to teach while teaching
 - Residency based, full year mentored internship; with supports
 - Alternative Route for Individuals with Subject-Matter Expertise in Shortage Areas
 - Conditionally certified, enrolled in program with supports
 - Alternative Route for Individuals Teaching with Conditional Certificates
- Guided by Individualized Teacher Development Plan for each candidate;
 - Teachers can be at different academic levels, AAS, AA, BA, BAS, MIT
 - Provide credit for prior learning
- Cost effective- Required to be package priced below traditional programs.

Alt Route design

- **Key Features include:**
 - individualized instruction
 - residency model
 - open exit
 - targeted populations of candidates
 - Learning to teach while teaching



Alternate Routes

- Washington has the following alternate routes to becoming certified to teach:



- More information about the alternative routes may be found at the following site: http://pathway.pesb.wa.gov/alternative_routes/alt_rte

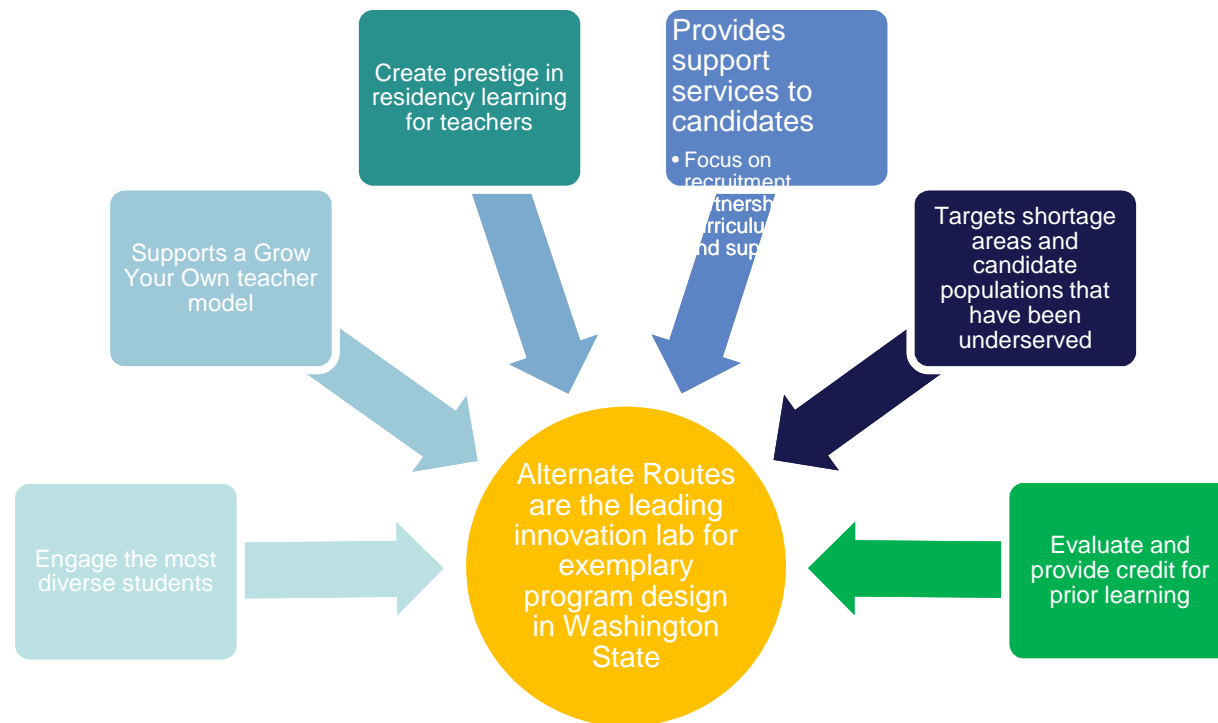
Who can offer



Design

- **Design:** Alternate Routes for individuals engaged by the district as Resident Intern in a mentored internship
- **Design:** Alternative route for individuals teaching with conditional certificates
- Design must engage priority populations

Next Generation Alt routes



Overview of Block Grant

- Includes Funding for:
 - program recruitment and support services of candidates
 - scholarship of candidates
 - district professional development, support and navigation
- Block grant must align with the vision for alternate routes and prioritize target populations

Other Funding Sources to Tap Into

- Title dollars
- BEST grant for mentoring support for alternate route programs
- Federal Grants

Retooling Program for Current Educators

- \$3000 dollar scholarships to support current educators adding an endorsement
- Current approved endorsements eligible for the Retooling Conditional Loan Scholarship include all Math and Science endorsements
- Candidates need to teach in the added subject area for two years
- Legislature has requested program to address additional endorsements including ELL, Sped, Bilingual, Early Childhood, Computer Science and Environmental Science

Retooling Changes

- Endorsements qualified for retooling expanded to all endorsement areas in shortage areas, as defined by the Professional Educator Standards Board
- Additional funds to support retooling program \$122,000
- New process includes the district verifying

Teaching Academies

Teaching Academies Show Innovative Practice

- Recruiting Washington Teachers Program and CTE Careers in Education, a combined resource
- Incentives for recent grads to join the pipeline as paras in process to become teachers
- Districts offer guarantee interview for students that go through a careers in education class
- Transferrable college credit while in high school
- Conditional admission to colleges
- What else can districts and teacher preparation programs do?

RWT – Career and Technical Education Instructors

- Teachers for *Careers in Education* Courses must have the following teacher credentials in order to teach this course:

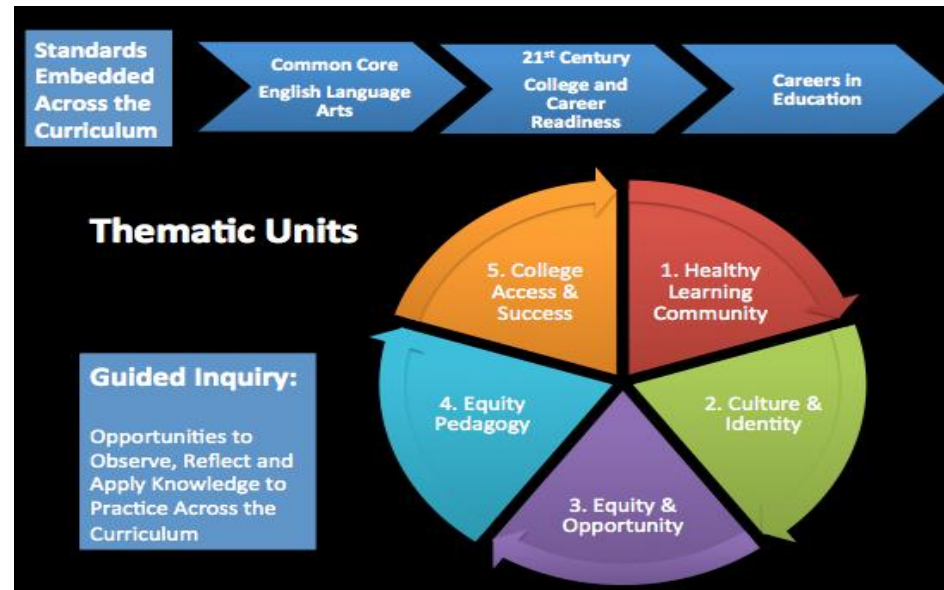
- (1) You must be a current teacher plus complete requirements for the CTE Business and Industry Route (modulated program while current educator) See:

http://program.pesb.wa.gov/approved/cte_b-i

OR

- (2) Be a Family and Consumer Science Teacher. See: <http://wafacse.org/>

RWT/CTE Curriculum Model



The project team would love to discuss more about the specifics of the curriculum and its revision

Articulation

- The different routes for possible articulation of high school to community college coursework has its benefits and its challenges. Two of the most common means for articulating high school coursework into the community college system are:
 - Tech Prep
 - College in the High School

Limited Certificates as Entry Points

Ideas and best practices for
helping emergency subs and paras
pursue
advanced education

Increase Support for Emergency Sub/Para to Teacher

- Increase support and respect for Paraeducator's role
- Changing the culture- Teachers and administrators lack understanding of what is necessary to prepare and support emergency subs and paraeducators to become teachers
- Specified mentoring for new teachers that address areas of most need
- School districts that build a strong team atmosphere and invest in staff development ultimately see increased job performance and satisfaction amongst those they choose to develop

Why Teacher Certification for Emergency Subs and Paraeducators?

- Demographics of those at entry points more closely aligned with student population
- Live and work in the community
- More linguistically diverse
- Seen as a trusted advocate

Current Barriers to Teacher Certification for those on Limited Certificates

- **Financial:** Loss of salary/benefits while paying for tuition, fees, books.
- **Family Responsibilities:** Loss of time with family while in class in addition to the loss of income and benefits.

Strategies to Address Barriers

Strategies for Financial Support

- Create awareness of conditional loan and scholarship opportunities
- Maintain salary and benefits for paraeducator or elevate them to teacher status while in program
- Create partnership with community

Strategies to Address Barriers

Strategies for Financial Support

- Provide conditional certificated contract upon successful completion of program
- Provide University and Financial Aid Application support
- Consider creative partnerships with Collective Bargaining Agreement for funding

Strategies to Address Barriers

Strategies for University/College Support

- Mentor and help with University/College preparation
 - Pre-candidacy WEST-B and NES test preparation
- Mentoring in language skills or preadmission course to build language skills (oral and written)

Recommended Practices for Districts

- Provide placement priority to move a paraeducator into a classroom where they can experience a successful mentored internship
- Provide conditional certificated contract upon successful completion of program with expectation to teach at least 3 years

Recommended Practices for Alternative Routes

- Create district, community college, and university partnerships and establish oversight committee
- Offer tutoring or preadmission course to build language skills and test-taking strategies for re-entry success
- Provide high quality mentors at district and college
- Ensure placement for internship will be a good match and fit for everyone involved
- Allow for flexible scheduling and overlapping time to complete college assignments

“What If” Steps and Ideas!

Step 1: Look at your current district plan to improve student learning and identify professional development of emergency subs/ paraeducators as a strategy to increase instructional support for Title I and ELL students and or Special Education.

- Add Growing Your Own Teachers to your district recruitment plan
- Establish a district strategy and prioritize implementation for schools in improvement

“What If” Steps and Ideas!

- Step 2: Look at your current instructional coaches and explore the options of having IC support the professional development and mentoring component of alternate route participants.
- Use BEST grant to train mentors and provide support to alternate route candidates.

“What If” Steps and Ideas!

Step 3: Explore how to use Title II funding to provide release time and support for teacher/para teams to improve their instructional delivery of targeted interventions while gaining college credit and achieving requirements for Block Grant

Step 4: Explore opportunity and funding from Title I to cover Instructional Coaches with support from Block Grant for extended stipend. Extended stipend would be used to support mentoring and continued support of Paraeducators

“What If” Steps and Ideas!

Step 5: Consider extending the paid hours for paraeducators to allow for coaching and professional development that count for certification/program credits.

Example:

Frost Elementary is a Title I school and is in Step 2 of school improvement. Frost elementary has 4 paras interested in pursuing their teaching credentials.

“What If” Steps and Ideas!

- Frost Elementary decides to extend the hours of the 4 paraeducators from 6 hours to 7 hours using Title I and II funds. Paraeducators work in the classroom from 8:30am-3:00pm and from 3:00 to 4:00 pm they are working with the Instructional Coach for targeted training

M 3-4:00 PD with Coach Th 3-4:00 Credit course

T 3-4:00 Credit Course F 3-4:00 PD with Coach

W 3-4:00 PD with Coach

Strengthen the Pipeline; Improve Workforce Development Practices - Progress

- Reciprocity based on evidence
- Engage districts in alternative routes
- training in workforce development
- Examine model practices / examine late hiring
- assignment policy
- death of HQT

Strengthen the Pipeline; Improve Workforce Development Practices - Next Steps

1. Expand the Alternative Routes to Teaching and Educator Retooling Programs
2. Fund and require public institutions to develop biennial priority production area recruitment and enrollment plans
3. Centralize and fund regional marketing and recruitment / HR support
4. Establish competitive teacher pay system aligned with licensure continuum

Strengthen the Pipeline; Improve Workforce Development Practices

1. Statewide dissemination and funds for establishing HS Teaching Academies
2. Fund statewide beginning teacher induction and mentoring
3. Provide districts forecasting tools to better predict workforce needs
4. Improve enrollment-based funding predictability; stabilize risk in support of earlier hiring

Recruiting WA Teachers Program (RWT)

- Program designed to introduce high school students to careers in education
- Partners with local teachers, districts and higher education institutions to provide guidance and support to students
- Provide a route to HS graduation, college readiness and careers as teachers for students in underrepresented populations
- Special emphasis in high need areas like Math, Science, ELL and Sp. Education

Links to Check Out

- [PESB Pathways Website](#)
- [FAQ Highly Qualified Guidance Alt Routes](#)
- [WA Equity Plan](#)
- [Retooling](#)
- [Alternate Route](#)
- [Alternate Route Block Grant](#)

Questions?

- Contact:
- Brendan O'Connor
Program Specialist
Brendan.O'Connor@k12.wa.us
- Alexandra Manuel
Director of Educator Pathways
Alexandra.manuel@K12.WA.US