



UPDATES FROM THE PROFESSIONAL EDUCATOR STANDARDS BOARD

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Brief Introduction

- Hello, I'm Megan
- I am a Chukchansi Tribal Member and my family resides on the Picayune Rancheria in Coarsegold, California
- I carry my grandmother's name Kasheershay





Overview:

Strategic plan/ agency approach updates

- government to government training
- language certificate updates
- educator pathway updates
- ccdei standards

Announcements

PESB AGENCY OVERVIEW



PESB APPROACH

OUR MISSION

To strengthen the educator workforce through professional standards, policy, and innovation.

OUR VISION

An equity-minded educator workforce that facilitates learning and growth for each and every student.

OUR VALUES

Our agency values serve as a compass to guide our work.

- Educator voice
- Diversity, equity, and inclusion
- Educator excellence for student success
- Community engagement
- Learning and innovation

OUR STRATEGIC PRIORITIES

Our values are further explored and supported with six broad strategic priorities. These priorities provide focused approaches to achieving our goals and influence the agency's culture, norms, and behaviors.

- Center the perspectives and experiences of practicing educators.
- Advance equity in the preparation and practices of educators.
- Foster and strengthen shared decision making through inclusive partnerships.
- Use data and research to make informed decisions.
- Prioritize initiatives that advance racial justice in education.
- Engage and educate the public about policy efforts to innovate, improve, and respond to Washington's education system.

Increase flexibility in educator preparation

Expand equity minded professional learning

Invest in a diverse educator workforce

COMMITMENT TO CENTERING DIVERSITY, EQUITY, AND INCLUSION

Student success can only be supported if we are steadfast in our pursuit of diversity, equity, and inclusion in Washington's education system. **Our Boards commit to:**

- Honoring the breadth and diversity of the people and educators in Washington
- Investing our financial, programmatic, and informational resources equitably
- Recognizing that listening to all voices is not enough - we must center marginalized voices and act on what we hear
- Deepening our partnerships with the broader educational community to maximize impact for educators and students
- Holding ourselves accountable for dismantling racism and oppression within our workplace and within Washington's education system



UPDATES





EQUITY BASED CHANGES TO CERTIFICATE RENEWAL

*Government to Government training
required for administrators*

SHB 1426: Equity based school practices and certificate renewal



- Educators submitting certificate renewal applications beginning July 1, 2023 must meet new certificate renewal requirements
- Administrators:
 - 5 clock hours government-to-government relations training
 - 10 clock hours aligned to CCDEI standards
 - 10 clock hours aligned to educational leadership standards
- Teachers: 15 clock hours or the equivalent aligned to cultural competency (CCDEI) standards
- [FAQ on SHB 1426 and certificate renewal](#)

Government-to-government relations with federally recognized tribes

Administrators must complete five hours of training on government-to-government relationships with federally recognized tribes every five years.

This training may only be provided by subject matter experts approved by the [Governor's Office on Indian Affairs](#) (GOIA) in collaboration with the [Tribal Leaders Congress on Education](#) (TLCE) and the [OSPI Office of Native Education](#) (ONE).

Government-to-government relations with federally recognized tribes



- This government-to-government training must be completed by all individuals with Washington state administrator certificates:
 - Principal, superintendent, CTE director, program administrator
- Whether or not an individual needs to complete this training depends on the certificate they hold, not on their job assignment
- Administrators across the state, as well as those who hold Washington administrator certificates and work in out-of-state or international schools, will need to complete this training



Clock hours for training on government-to-government relations



- Organizations and trainers for the government-to-government relations are not required to be approved clock hour providers
- Educators completing the training will need to earn clock hours in order to renew their certificates
- The OSPI certification office is preparing a form that trainers will be able to sign verifying the educator completed the training, and allowing the educator to earn 5 clock hours



First Peoples' Language, Culture, and Oral tribal traditions certificates



First Peoples' languages, culture, and oral traditions



- Teaching of First Peoples' languages, culture, and oral traditions plays a critical role in ensuring successful educational experiences and promoting cultural responsiveness for students.
- PESB honors 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.



Information for tribal nations interested in offering this certificate




- Tribal nations recommend candidates directly to the OSPI certification office
- We ask that you complete a [government-to-government agreement found here](#) on our website, and email it to megan.moore@k12.wa.us
- PESB will then schedule the government-to-government agreement on the PESB Board agenda



Educators with First Peoples' Certificates



- We would be honored to host a panel of educators who hold this certificate at an upcoming Board meeting.
 - The purpose would be to elevate educator voice and create the opportunity for educators to share their experiences with the PESB Board.
 - If there is an educator with the certificate you would like to nominate for this panel, please let us know. Email megan.moore@k12.wa.us
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CULTURAL COMPETENCY DIVERSITY EQUITY INCLUSION STANDARDS

*Revising the cultural competency
standards*

Reexamining the cultural competency standards- ESSB 5044



Cultural Competency Standards

What are the Cultural Competency Standards?

The Cultural Competency Standards were created by the Washington State [Professional Educator Standards Board \(PESB\)](#) in response to direction from the [Education Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#). These standards ensure that Washington State educators develop and hone their cultural competence at each progressing level of the educator continuum (pre-service, induction, professional, and career).

Cultural competency includes knowledge of student histories and context, understanding of cultural norms and values, ability to access community and family resources, as well as skills in adapting instruction to students' experiences and individual cultural contexts.

The standards demonstrate the state's commitment to cultural responsiveness and to ensuring all educators are prepared to recognize diversity as an asset and build upon students' diverse strengths.

Who can use these standards?

- The standards are primarily geared towards teachers, but are useful for all educators
- Educator Preparation Programs (EPPs) are required by the PESB to uphold these standards in their program at the pre-service level
- School districts, Educational Service Districts (ESDs), school building leaders, and educators may use these standards as a tool for professional development, training, and self-assessment/reflection
- The standards are used in collaboration with OSPI and other state agencies to ensure alignment in cultural competency aspects of programs and initiatives

Why do we need Cultural Competency Standards?

The students and families served by our school system are becoming increasingly racially and linguistically diverse, bringing incredible assets and richness to our schools. Nearly 50% of public school students are students of color, and it is projected that by 2025, 1 in 4 students will be English Language Learners (ELLs). Given that our current teacher demographics (89% white) do not match the student demographics, it is of the utmost importance that all educators are prepared to be culturally responsive, serve all our state's students, and recognize and honor diversity as an incredible asset. It is the responsibility of the state to uphold these standards, and of educator preparation programs to ensure that candidates recommended for certification have basic cultural competency skills in line with the pre-service competencies outlined in these standards.

DEVELOP NEW CULTURAL COMPETENCY, DIVERSITY & EQUITY STANDARDS



Phase 1

Review and update cultural competency standards with a common language for prioritizing racial equity

Phase 2

Develop recommendations framework with a community action approach

Phase 3

Apply essential learnings to educator preparation program, professional learning and role-based standards

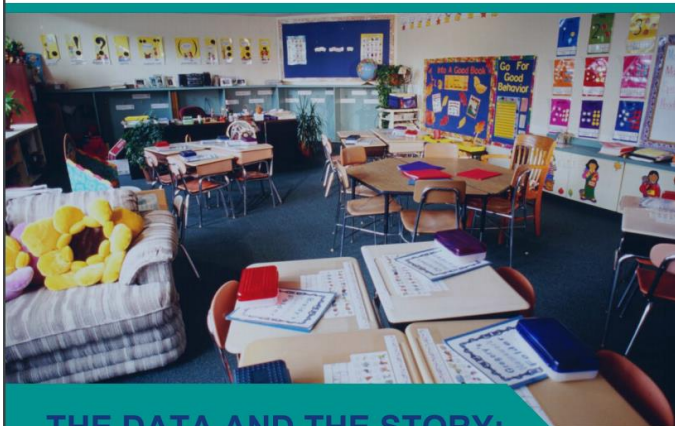


Other Announcements

NEW SHORTAGE REPORT AVAILABLE SOON



STATE OF WASHINGTON
PROFESSIONAL EDUCATOR
STANDARDS BOARD



THE DATA AND THE STORY: EDUCATOR SHORTAGE IN WASHINGTON STATE

educator quality. workforce. policy innovation.

TEACHWA.ORG

TeachWA is an informative recruitment tool designed for future educators as they navigate their journey into the profession.

- Articulate pathway options into the profession
- Dispel misperceptions
- Cultivate an interest in teaching



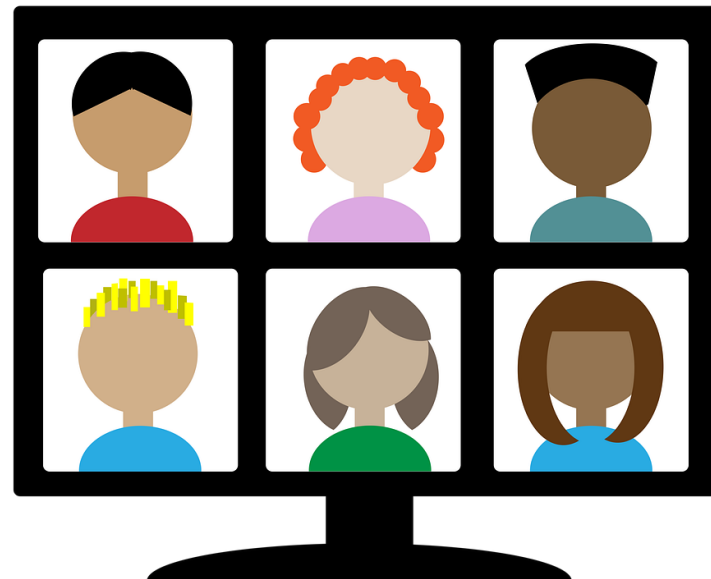
THE IMPERATIVE: EDUCATOR SHORTAGE
A diverse teacher workforce is necessary for **all students**

DIVERSIFYING THE EDUCATOR WORKFORCE: JUNE 4 LEVERAGING CHANGE TO ADVANCE EQUITY



Learning with and from the community

- Highlight efforts to **diversify the educator workforce and advance equity** across the educator career continuum
- Bring together partners, grantees, community, and stakeholders from across Washington State to **listen, share, and engage** in equity work
- Spark innovation and change in Washington's education system



- Panel on Storytelling for change:
Recruiting and Retaining Native American Educators

Professional Learning Grants Now Available



PESB is excited to offer \$15,000 grants for 2021-22 to support educator learning communities using professional growth plans (PGPs). Learning communities must include paraeducators.

Grantees will choose to focus learning community work and PGPs in one of three areas:

- Community Building
- Science, Technology, Engineering, Mathematics (STEM)
- Grantee Specified Area

Find out more and apply: <https://bit.ly/3rNxEe9>

Eligibility: Districts, Tribal compact schools, ESDs, preparation programs, clock hour providers, and not-for-profit organizations.

Applications due: June 8, 2021.

QUESTIONS

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