

**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.]