

the public record appear in person at a reasonable time and place located on the campus and further explain and identify the exact nature of the public record she or he is seeking. Failure by the person requesting the review hearing to appear at such informal hearing shall be deemed a waiver of that person's right to insist upon completion of the review of his request within two business days. If the petitioner requesting review does appear at such informal hearing, then the period for review by the college shall be extended to a period not exceeding twenty-four hours after such person requesting review has appeared before the president or designee.

(4) During the course of the informal hearing conducted by the president or his or her designee under this section, the hearing officer shall consider the obligations of the college fully to comply with the intent of chapter 42.17 RCW insofar as it requires providing full public access to official records, but shall also consider the exemptions provided in RCW 42.17.310 and the requirement of RCW 42.17.250 insofar as it requires the college to protect public records from damage or disorganization, prevent excessive interference with essential functions of the agency, and to prevent any unreasonable invasion of personal privacy by deleting identifying details.

(5) Administrative remedies shall not be considered exhausted until the college has returned the petition with a decision or until the close of the second business day following denial of inspection, whichever occurs first.

[Statutory Authority: RCW 28B.40.120(12). 97-13-047, § 174-276-090, filed 6/13/97, effective 7/14/97. Statutory Authority: Chapter 34.05 RCW. 90-04-011, § 174-276-090, filed 1/26/90, effective 2/26/90.]

WAC 174-276-095 Requests for review. As provided in RCW 42.17.325, "Whenever a state agency concludes that a public record is exempt from disclosure and denies a person opportunity to inspect or copy a public record for that reason, the person may request the attorney general to review the matter."

[Statutory Authority: RCW 28B.40.120(12). 97-13-047, § 174-276-095, filed 6/13/97, effective 7/14/97.]

Title 180 WAC EDUCATION, BOARD OF

Chapters

- 180-16** State support of public schools.
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Chapter 180-16 WAC

STATE SUPPORT OF PUBLIC SCHOOLS

WAC

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| 180-16-002 | Authority. |
| 180-16-221 | Assignment of classroom teachers within districts. |
| 180-16-222 | Exceptions to classroom teacher assignment policy. |
| 180-16-223 | Repealed. |
| 180-16-224 | Repealed. |

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

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| 180-16-223 | Temporary out-of-endorsement assignment criteria. [Statutory Authority: RCW 28A.410.010. 94-20-054, § 180-16-223, filed 9/30/94, effective 10/31/94; 93-07-102, § 180-16-223, filed 3/23/93, effective 4/23/93; 92-04-044, § 180-16-223, filed 1/31/92, effective 3/2/92. Statutory Authority: 1990 c 33. 90-17-009, § 180-16-223, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.754(6). 88-08-045 (Order 9-88), § 180-16-223, filed 4/4/88; 86-13-015 (Order 5-86), § 180-16-223, filed 6/10/86.] Repealed by 97-04-083, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.150.220(6) and 28A.410.010. |
| 180-16-224 | Second and third year temporary out-of-endorsement criteria. [Statutory Authority: RCW 28A.58.754(6). 86-13-015 (Order 5-86), § 180-16-224, filed 6/10/86.] Repealed by 97-04-083, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.150.220(6) and 28A.410.010. |

WAC 180-16-002 Authority. The authority for this chapter is RCW 28A.150.220(4) which authorizes the state board of education to adopt rules that implement and ensure compliance with the basic program of education requirements of RCW 28A.150.250, 28A.150.260, and 28A.150.220 and such related basic program of education requirements as may be established by the state board of education.

[Statutory Authority: RCW 28A.150.220(4) and 28A.410.010. 98-01-031, § 180-16-002, filed 12/8/97, effective 1/8/98. Statutory Authority: 1990 c

33. 90-17-009, § 180-16-002, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.58.754(6). 84-11-043 (Order 2-84), § 180-16-002, filed 5/17/84.]

WAC 180-16-221 Assignment of classroom teachers within districts. In addition to holding teaching permits or certificates as required by WAC 180-16-220(2), the assignment of classroom teachers in the basic program of education shall comply with the following:

(1) Classroom teachers with standard or unendorsed continuing teacher certificates may be assigned to any grade or subject areas for which certification is required.

(2) Classroom teachers with initial or endorsed continuing teacher certificates may be assigned only to the specified grades and specified subject areas stated as endorsements upon their respective certificates or permits.

(3) Classroom teachers with initial or endorsed continuing teacher certificates who have an elementary education endorsement may be assigned to teach any subject in grades K-8.

(4) Any certificated teacher who has completed twenty-four quarter hours (sixteen semester hours) of academic study in a content area that will be offered in grades four through nine may be assigned to that course even if the teacher does not hold an endorsement in that area.

(5) Any certificated teacher may be assigned to a middle school or junior high school block program, which for the purpose of this section shall be defined as the same teacher assigned to teach two or more subject areas to the same group of students, if the teacher has an endorsement in one of the subject areas and has completed or will complete within one year nine quarter hours in each of the other subject areas.

(6) Upon determination by school districts that teachers have the competencies to be effective teachers in alternative settings, individuals with initial or endorsed continuing teacher certificates who have completed provisional status with a school district under RCW 28A.405.220 may be assigned to teach in alternative schools.

(7) Any certificated teacher may be assigned to courses offered in basic education subject areas not included with the list of endorsements specified in WAC 180-79A-302.

(8) Any certificated teacher may be assigned to serve as a substitute classroom teacher at any grade level or in any subject area for a period not to exceed thirty consecutive school days in any one assignment.

(9) Any certificated person holding a limited certificate as specified in WAC 180-79A-230 or a vocational education certificate as specified in chapter 180-77 WAC may be assigned as per the provisions of such section or chapter.

(10) If a teacher is assigned to provide special education, then the district must also comply with WAC 392-172-200 and 392-172-202.

(11) For the purpose of this section, the term "specified grades" shall mean any grade preschool through twelve specified by the classroom teacher's endorsement. In the event the teacher is assigned to an ungraded classroom, the chronological age of such students shall be converted for the purpose of compliance with this section to the grade level such students would have been assigned but for the ungraded classroom assignment.

(12) For the purpose of this section, the term "specified subject areas" shall mean courses or classes with the same subject area title as specified by the classroom teachers endorsement and courses or classes which the board of directors of the district determines to substantially include the same subject area as the endorsement—e.g., a classroom teacher with a health endorsement may be assigned to any course, regardless of course title, which substantially includes health as the subject area.

(13) Exceptions to the assignment requirements of subsection (1) of this section must comply with WAC 180-16-222.

(14) School district compliance with this section shall be subject to the state staff review process specified in WAC 180-16-195(2).

[Statutory Authority: RCW 28A.150.220(4) and 28A.410.010. 98-01-031, § 180-16-221, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.150.220(6) and 28A.410.010. 97-04-083, § 180-16-221, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.70.005. 87-12-040 (Order 9-87), § 180-16-221, filed 6/1/87. Statutory Authority: RCW 28A.58.754(6). 86-13-015 (Order 5-86), § 180-16-221, filed 6/10/86.]

WAC 180-16-222 Exceptions to classroom teacher assignment policy. Exceptions to the classroom teacher assignment policy specified in WAC 180-16-221 shall be limited to the following:

(1) Upon determination by school districts that teachers have the competencies to be effective teachers in areas other than their endorsed areas, individuals with initial or endorsed continuing teacher certificates who have completed provisional status with a school district under RCW 28A.405.220 may be assigned to classes other than in their areas of endorsement. If teachers are so assigned, the following shall apply:

(a) A designated representative of the district and any such teacher so assigned shall mutually develop a written plan which provides for necessary assistance to the teacher, and which provides for a reasonable amount of planning and study time associated specifically with the out-of-endorsement assignment;

(b) Such teachers shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments;

(c) Such teaching assignments shall be approved by a formal vote of the local school board for each teacher so assigned; and

(d) The assignment of such teachers for the previous school year shall be reported annually to the state board of education by the employing school district as required by WAC 180-16-195. Included in the report shall be the number of teachers in out-of-endorsement assignments and the specific assistance being given to the teachers.

(2) Teachers with initial or endorsed continuing teacher certificates who have not completed provisional status with a school district under RCW 28A.405.220 may be assigned to one out-of-endorsement assignment for a maximum of two periods (not more than forty percent full-time equivalent) a day. Conditions described in subsection (1)(a) through (d) of this section shall apply to teachers so assigned.

[Statutory Authority: RCW 28A.150.220(6) and 28A.410.010. 97-04-083, § 180-16-222, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.150.220(6). 94-24-040, § 180-16-222, filed 12/2/94, effective 1/2/95.]

Statutory Authority: RCW 28A.410.010, 93-07-102, § 180-16-222, filed 3/23/93, effective 4/23/93; 92-04-044, § 180-16-222, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.58.754(6), 86-13-015 (Order 5-86), § 180-16-222, filed 6/10/86.]

WAC 180-16-223 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-16-224 Repealed. See Disposition Table at beginning of this chapter.

Chapter 180-24 WAC SCHOOL DISTRICT ORGANIZATION

WAC

180-24-410 Remote and necessary small school plants—Criteria.
180-24-415 Remote and necessary small school plants—Review committee.

WAC 180-24-410 Remote and necessary small school plants—Criteria. (1) Decisions of the state board of education on granting remote and necessary status to small school plants within school districts shall be based on a finding that granting remote and necessary status is necessary to assure reasonable provision of a basic education program to students, including related services, equipment, materials and supplies.

(2) In making the finding under subsection (1) of this section, the state board of education shall consider, including but not limited to, the factors under (a) through (g) of this subsection. No single factor or combination of factors necessarily warrants granting or denying remote and necessary status. However, it shall be the policy of the state board of education to favor those requests which, in the board's judgment, meet the provisions of this section. "Favor" does not mean that the listed factors are necessarily exclusive. Additional factors and considerations may be included in a particular request. If there is a factual situation that falls outside the scope of all or a portion of the listed factors, the state board may consider the facts and reasons the additional factors or considerations support the request.

(a) The student population to be served at the small school site, must meet the small school funding formula for remote and necessary school plants as provided in the Operating Appropriations Act. The grade span served at the small school site shall include the same levels for eligible students established by the district for other elementary, middle, or high schools of the district.

(b) Existence of an intact, permanent community which is defined as a geographically site-specific, nontransient group of people. This factor must be met.

(c) Transportation: Travel time to another school in the district, or school in another district, is not less than sixty minutes one way.

(d) Transportation: Student safety from a small school site in the school district to another school in the district, or school in another district, may be at risk due to the condition of roads or waterways, seasonal weather conditions, or topography.

(e) Operational efficiency: Nonavailability of age appropriate grade level or cooperative programs in other

school facilities in the district, or in the next nearest district or districts, or other educational organizations approved or recognized by the state board of education or the superintendent of public instruction.

(3) At its discretion, the state board of education may use as guidance the applicable provisions of WAC 180-24-013, 180-24-016, and 180-24-017.

[Statutory Authority: 1994 1st sp.s. c 6 § 502 (1)(e), 97-21-069, § 180-24-410, filed 10/15/97, effective 11/15/97. Statutory Authority: 1994 sp.s. c 6 § 502(i)(e), 95-20-055, § 180-24-410, filed 10/2/95, effective 11/2/95.]

WAC 180-24-415 Remote and necessary small school plants—Review committee. (1) There is hereby established by the state board of education a remote and necessary review committee comprised of at least the following five members:

(a) One member of the state board of education selected by the president of the board;

(b) Two staff members from the office of the superintendent of public instruction, one who is knowledgeable about finance issues and one who is knowledgeable about curriculum issues, both selected by the state superintendent;

(c) One school director selected by the Washington State School Directors' Association;

(d) One school district administrator selected by the Washington Association of School Administrators;

(2) Vacancies on the review committee shall be filled by the person or organization responsible for appointments.

(3) At the state board of education's discretion, other members may be added to the review committee.

(4) It is the responsibility of the review committee to receive and review all applications from school districts requesting the state board of education to grant remote and necessary status to a small school plant located in the district. Following the review of applications, the review committee shall recommend to the state board whether such designation should be granted. Recommendations of the review committee shall be advisory only. The final determination rests solely with the state board of education.

(5) Every small school plant with remote and necessary status beginning 1996, shall be reviewed every four years by the review committee and the state board. The review committee shall submit its findings and recommendations to the state board. The review committee may conduct the review on-site, with the number of members participating determined by the committee, or may conduct the review by other means as determined by the committee and with state board approval. The state board shall provide to the fiscal committees of the legislature in January of odd-numbered years a list of remote and necessary small school plants.

(6) A small school plant shall lose its remote and necessary status if the number of students exceeds the enrollment requirements set forth in the state Operating Appropriations Act for three consecutive years. The loss of remote and necessary status shall take effect the immediate ensuing school year. If a small school site should lose its remote and necessary status, the local serving school district may continue to maintain and operate the school site. When the enrollment of such small school plant again meets the requirements of the state Operating Appropriations Act, the school district may apply to the state board of education for

redesignation as a remote and necessary plant. The small school site's annual average full-time equivalent enrollment, pursuant to the Operating Appropriations Act requirements, shall be met for one full year prior to reapplication.

[Statutory Authority: 1994 1st sp.s. c 6 § 502 (1)(e). 97-21-069, § 180-24-415, filed 10/15/97, effective 11/15/97. Statutory Authority: 1994 sp.s. c 6 § 502(i)(e). 95-20-055, § 180-24-415, filed 10/2/95, effective 11/2/95.]

Chapter 180-40 WAC

PUPILS

WAC

180-40-260 Long-term suspension—Conditions and limitations.
180-40-310 Appeals—Long-term suspension and expulsion.

WAC 180-40-260 Long-term suspension—Conditions and limitations. A long-term suspension may be imposed upon a student for violation of school district rules adopted pursuant to WAC 180-40-225, subject to the following limitations or conditions and the notice requirements set forth in WAC 180-40-265 and the hearing requirements set forth in WAC 180-40-270:

(1) The nature and circumstances of the violation must be considered and must reasonably warrant a long-term suspension and the length of the suspension imposed. This requirement does not preclude school districts (that is, the boards of directors of school districts) from establishing the nature and extent of the corrective actions and/or punishments which, as a general rule, must be imposed as a consequence of proscribed misconduct. Such advance notice to students is advisable, and the imposition of such preestablished corrective action and/or punishment is permissible as long as (a) disciplinarians and hearing officers are allowed to grant exceptions in cases involving extenuating and/or exceptional circumstances, and (b) long-term suspension is not established as the corrective action or punishment for a student's first time offense other than for offenses involving exceptional misconduct as defined in subsection (2) of this section.

(2) As a general rule, no student shall be suspended for a long term unless another form of corrective action or punishment reasonably calculated to modify his or her conduct has previously been imposed upon the student as a consequence of misconduct of the same nature. A school district may, however, elect to adopt rules providing for the immediate resort to long-term suspension in cases involving exceptional misconduct as long as disciplinarians and hearing officers are allowed to grant exceptions in cases involving extenuating and/or exceptional circumstances, notwithstanding the fact prior alternative corrective action or punishment has not been imposed upon the student(s) involved. For the purpose of this rule, "exceptional misconduct" means misconduct other than absenteeism which a school district has judged following consultation with an ad hoc citizens committee to (a) be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/or punishment, as to warrant an immediate resort to long-term suspension, and/or (b) be so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school(s) as to warrant an immediate resort

to long-term suspension (for example, misconduct judged by a school district to be the same or of the same nature as a violation of the state's drug or controlled substances laws). The ad hoc citizens committee required by this section shall be composed of three or more persons chosen by the school district or the administrative designee(s) of the district, and shall be constituted with the intent and purpose of representing various socio economic, minority and majority populations of the school district to the extent deemed practical.

(3) No student subject to compulsory attendance pursuant to chapter 28A.225 RCW, as now or hereafter amended, shall be suspended by reason, in whole or part, of one or more unexcused absences unless the school district has first imposed an alternative corrective action or punishment reasonably calculated to modify his or her conduct and, in addition:

(a) Provided notice to the student's parent(s) or guardian(s) or custodial parent(s) in writing in English or, if different, the primary language of the parent(s), guardian(s) or custodial parent(s) that the student has failed to attend school without valid justification, and by other means reasonably necessary to achieve notice of such fact;

(b) Scheduled a conference or conferences with the parent(s) or guardian(s) or custodial parent(s) and the student at a time and place reasonably convenient to all persons included to analyze the causes for the student's absence, the analysis to determine by appropriate means whether the student should be made a focus of concern for placement in a special education or other special program designed for his/her educational success; and

(c) Taken steps to reduce the student's absence which include, where appropriate in the judgment of local school officials and, where possible, discussed with the student, parent(s), guardian(s) or custodial parent(s), adjustments of the student's school program or school or course assignment or assisting the student or parent to obtain supplementary services that might ameliorate the cause(s) for the student's absence from school.

(4) Kindergarten through grade four—No student in grades kindergarten through four shall be subject to long-term suspension during any single semester or trimester, as the case may be, and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student.

(5) Grade five and above program—No single long-term suspension shall be imposed upon a student in the grade five and above program in a manner which causes the student to lose academic grades or credit for in excess of one semester or trimester, as the case may be, during the same school year.

(6) Any student who has been suspended shall be allowed to make application for readmission at any time. Each school district board of directors shall adopt written rules which provide for such an application for readmission and set forth the procedures to be followed.

(7) All long-term suspensions and the reasons therefor shall be reported in writing to the superintendent of the school district or his or her designee within twenty-four hours after the imposition of the suspension.

[Statutory Authority: RCW 28A.305.160. 97-08-019, § 180-40-260, filed 3/25/97, effective 4/25/97. Statutory Authority: RCW 28A.305.160 and 1996 c 321. 97-01-047, § 180-40-260, filed 12/12/96, effective 1/12/97.]

Statutory Authority: 1990 c 33, 90-17-009, § 180-40-260, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.132, 85-12-042 (Order 14-85), § 180-40-260, filed 6/5/85. Statutory Authority: 1979 1st ex.s. c 173 and c 201, 79-11-049 (Order 14-79), § 180-40-260, filed 10/16/79; Order 6-77, § 180-40-260, filed 6/2/77, effective 8/1/77.]

WAC 180-40-310 Appeals—Long-term suspension and expulsion. Appeals from decisions rendered pursuant to WAC 180-40-270, 180-40-285 and 180-40-305 which impose either a long-term suspension or an expulsion upon a student shall be governed as follows:

(1) Any school district board of directors may delegate its authority to hear and decide long-term suspension and expulsion appeals to a school district disciplinary appeal council established by the board. School district disciplinary appeal councils shall be appointed by the school district board of directors for fixed terms and shall consist of not less than three persons.

(2) If the case was not heard and decided by the school district board of directors or school district disciplinary appeal council, the student and his or her parent(s) or guardian(s) shall have the right to appeal the decision to the board of directors or the disciplinary appeal council. Notice indicating that the student or his or her parent(s) or guardian(s) desire to appeal the decision shall be provided to either the office of the school district superintendent or to the office of the person who rendered the decision within three school business days after the date of receipt of the decision. The notice of appeal shall be accepted if in writing and may be accepted orally if expressly provided for and allowed by rule or policy of the district.

(3) If an appeal is not taken to the board of directors or disciplinary appeal council within the required three school business day period, the suspension or expulsion decided upon may be imposed as of the calendar day following expiration of the three school business day period.

(4) If a timely appeal is taken to the board of directors or disciplinary appeal council, the suspension or expulsion may be imposed during the appeal period subject to the following conditions and limitations:

(a) A long-term suspension or nonemergency expulsion may be imposed during the appeal period for no more than ten consecutive school days or until the appeal is decided, whichever is the shortest period;

(b) An emergency expulsion may be continued during the appeal period for so long as the student continues to pose an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the educational process of the student's school;

(c) Any days that a student is temporarily suspended or expelled before the appeal is decided shall be applied to the term of the student's suspension or expulsion and shall not limit or extend the term of the student's suspension or expulsion; and

(d) Any student subjected to a temporary suspension who returns to school before the appeal is decided shall be provided the opportunity upon his or her return to make up assignments and tests missed by reason of the suspension if:

(i) Such assignments or tests have a substantial effect upon the student's semester or trimester grade or grades; or

(ii) Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.

(5) An appeal from any decision of a school board or disciplinary appeal council to impose or to affirm the imposition of a long-term suspension or an expulsion shall be to the courts. Whether or not the decision of a school board or disciplinary appeal council shall be postponed pending an appeal to superior court shall be discretionary with the school board or disciplinary appeal council except as ordered otherwise by a court.

[Statutory Authority: RCW 28A.305.160, 97-08-019, § 180-40-310, filed 3/25/97, effective 4/25/97. Statutory Authority: RCW 28A.305.160 and 1996 c 321, 96-15-098, § 180-40-310, filed 7/22/96, effective 8/22/96; Order 13-77, § 180-40-310, filed 10/18/77; Order 6-77, § 180-40-310, filed 6/2/77, effective 8/1/77.]

Chapter 180-51 WAC

HIGH SCHOOL GRADUATION REQUIREMENTS

WAC

180-51-050 High school credit—Definition.

WAC 180-51-050 High school credit—Definition.

As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve high school programs. One hundred fifty hours of planned in-school instruction;

(2) College and university course work. At the college or university level, except for community college adult high school completion programs, five quarter or three semester hours shall equal 1.0 high school credit; and

(3) Community college adult high school completion program. Five quarter or three semester hours of community college work shall equal 1.0 high school credit for students in the community college high school completion program.

[Statutory Authority: RCW 28A.230.090 and 28A.305.130, 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW 28A.230.090, 28A.305.130 and 1994 c 222, 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW 28A.230.090(1) and 28A.305.130 (8) and (9), 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.230.090, 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW 28A.05.060, 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW, 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

Chapter 180-75 WAC

PROFESSIONAL CERTIFICATION—GENERAL PROVISIONS

WAC

180-75-003 through 180-75-110 Repealed or decodified.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

180-75-003 Authority. [Statutory Authority: 1990 c 33, 90-17-009, § 180-75-003, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250, 89-22-010, § 180-75-003, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005, 86-13-016 (Order 6-86), § 180-75-003, filed

- 6/10/86.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-005 Purpose. [Statutory Authority: RCW 28A.70.005. 90-02-073, § 180-75-005, filed 1/2/90, effective 2/2/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-005, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 87-12-042 (Order 11-87), § 180-75-005, filed 6/1/87. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-005, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-016 Equivalency of standards. [Statutory Authority: RCW 28A.410.010. 94-24-037, § 180-75-016, filed 12/2/94, effective 1/2/95; 92-04-044, § 180-75-016, filed 1/31/92, effective 3/2/92.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-017 Denial of recommendation for certification or endorsement by approved professional preparation training institutions. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-017, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-01-040 (Order 25-88), § 180-75-017, filed 12/14/88; 86-13-016 (Order 6-86), § 180-75-017, filed 6/10/86.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-045 Certificate validity. [Statutory Authority: RCW 28A.70.005. 90-02-073, § 180-75-045, filed 1/2/90, effective 2/2/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-045, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 88-01-085 (Order 14-87), § 180-75-045, filed 12/21/87; 86-13-016 (Order 6-86), § 180-75-045, filed 6/10/86. Statutory Authority: RCW 28A.04.120 (1), (2) and (3). 80-06-129 (Order 8-80), § 180-75-045, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-045, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-047 Uniform expiration date. [Statutory Authority: RCW 28A.410.010. 96-08-022, § 180-75-047, filed 3/26/96, effective 4/26/96. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-047, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-01-040 (Order 25-88), § 180-75-047, filed 12/14/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-048 Validity date. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-048, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-01-040 (Order 25-88), § 180-75-048, filed 12/14/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-050 Certificate required. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-050, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.04.120 (1), (2) and (3). 80-06-129 (Order 8-80), § 180-75-050, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-050, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-055 Types of certificates. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-75-055, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-055, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-01-040 (Order 25-88), § 180-75-055, filed 12/14/88; 86-13-016 (Order 6-86), § 180-75-055, filed 6/10/86. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-055, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-060 Certificate replacement. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-060, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-060, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-061 Application for certification. [Statutory Authority: RCW 28A.410.010. 94-24-037, § 180-75-061, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.04.120 (1), (2) and (3) and 28A.70.005. 90-12-121, § 180-75-061, filed 6/6/90, effective 7/7/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-061, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-01-040 (Order 25-88), § 180-75-061, filed 12/14/88. Statutory Authority: RCW 28A.04.120 (1), (2) and (3). 80-06-129 (Order 8-80), § 180-75-061, filed 6/2/80.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-065 Fee for certification. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-75-065, filed 1/31/92, effective 3/2/92. Statutory Authority: 1990 c 33. 90-17-009, § 180-75-065, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-065, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 87-09-010 (Order 2-87), § 180-75-065, filed 4/3/87. Statutory Authority: RCW 28A.04.120. 85-16-020 (Order 15-85), § 180-75-065, filed 7/29/85; 85-01-015 (Order 16-84), § 180-75-065, filed 12/10/84. Statutory Authority: RCW 28A.04.120 (1), (2) and (3). 80-06-129 (Order 8-80), § 180-75-065, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-065, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-070 Use of fee for certification. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-070, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 87-09-010 (Order 2-87), § 180-75-070, filed 4/3/87. Statutory Authority: RCW 28A.04.120 (1), (2) and (3). 80-06-129 (Order 8-80), § 180-75-070, filed 6/2/80; 79-06-049 (Order 5-79), § 180-75-070, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-070, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-081 Good moral character and personal fitness--Definition. [Statutory Authority: RCW 18A.410.010 [28A.410.010] and 28A.70.005. 92-01-127, § 180-75-081, filed 12/19/91, effective 1/19/92. Statutory Authority: RCW 28A.70.005. 90-02-073, § 180-75-081, filed 1/2/90, effective 2/2/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-081, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 87-09-010 (Order 2-87), § 180-75-081, filed 4/3/87.] Decodified by 97-04-082, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-082 Good moral character and personal fitness--Necessary supporting evidence by applicants. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-082, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 87-09-010 (Order 2-87), § 180-75-082, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-083 Good moral character and personal fitness--Continuing requirement. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-083, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 87-09-010 (Order 2-87), § 180-75-

- 180-75-085 083, filed 4/3/87.] Decodified by 97-04-082, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010. General requirements—Teachers, administrators, educational staff associates. [Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-75-085, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-75-085, filed 1/31/92, effective 3/2/92. Statutory Authority: 1990 c 33. 90-17-009, § 180-75-085, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-085, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-12-025 (Order 11-89), § 180-75-085, filed 5/31/89; 88-13-009 (Order 14-88), § 180-75-085, filed 6/6/88; 88-01-085 (Order 14-87), § 180-75-085, filed 12/21/87; 87-09-010 (Order 2-87), § 180-75-085, filed 4/3/87. Statutory Authority: RCW 28A.04.120 (1), (2) and (3). 79-06-049 (Order 5-79), § 180-75-085, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-085, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-087 Reinstatement of certificates. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-75-087, filed 1/31/92, effective 3/2/92. Statutory Authority: 1990 c 33. 90-17-009, § 180-75-087, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-087, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-01-040 (Order 25-88), § 180-75-087, filed 12/14/88; 87-09-010 (Order 2-87), § 180-75-087, filed 4/3/87; 86-13-016 (Order 6-86), § 180-75-087, filed 6/10/86.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-088 Renewal of certificate. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-088, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-01-040 (Order 25-88), § 180-75-088, filed 12/14/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-089 Teacher exchange permits. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-75-089, filed 1/31/92, effective 3/2/92.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-090 Temporary permits. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-75-090, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.04.120 (1), (2) and (3) and 28A.70.005. 90-12-121, § 180-75-090, filed 6/6/90, effective 7/7/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-090, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 89-01-040 (Order 25-88), § 180-75-090, filed 12/14/88; 88-01-085 (Order 14-87), § 180-75-090, filed 12/21/87; 86-13-016 (Order 6-86), § 180-75-090, filed 6/10/86. Statutory Authority: RCW 28A.04.120 (1), (2) and (3). 80-06-129 (Order 8-80), § 180-75-090, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-090, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-091 Affidavits from applicants. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-091, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 88-01-085 (Order 14-87), § 180-75-091, filed 12/21/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-092 Other affidavits from applicants and certificate holders. [Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-092, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 88-01-085 (Order 14-87), § 180-75-092, filed 12/21/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-100 Certification of out-of-state trained educational personnel—Interstate educational personnel contracts. [Statutory Authority: 1990 c 33. 90-17-009, § 180-75-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-100, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.04.120 (1), (2) and (3). 80-06-129 (Order 8-80), § 180-75-100, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-095 (Order 10-78), § 180-75-100, filed 9/1/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-75-110 Study of educational staff associate certification. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-75-110, filed 1/31/92, effective 3/2/92.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

WAC 180-75-003 through 180-75-110 Repealed or decodified. See Disposition Table at beginning of this chapter.

Chapter 180-77 WAC

STANDARDS FOR VOCATIONAL CERTIFICATION

WAC

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| 180-77-003 | Definitions. |
| 180-77-014 | Requirements for limited certification. |
| 180-77-025 | Personnel assignment. |
| 180-77-031 | Requirements for candidates seeking vocational certification through completion of approved college/university programs. |
| 180-77-041 | Requirements for candidates seeking vocational certification on the basis of business and industry work experience. |
| 180-77-120 | Out-of-state candidates. |

WAC 180-77-003 Definitions. The following definitions shall apply to terms used in this chapter:

(1) "Approved program for training vocational teachers and vocational counselors" shall be defined as any program approved by the state board of education which complies with chapter 180-77A WAC.

(2) "Vocational educator training" shall mean those vocational programs, courses, seminars and workshops offered for the purpose of vocational certification in compliance with chapter 180-85 WAC.

(3) "General safety" shall mean course work approved by the state board of education and/or its designee that is designed to provide skill and knowledge common to all vocational instructors in safety.

(4) "Specific safety requirements" shall mean completion of course work approved by the state board of education and/or its designee which is designed to provide the vocational instructor with the specific skill and knowledge of safety for the occupation he or she is to teach.

(5) "Learning period" shall mean the amount of time required prior to becoming gainfully employed at the journeyman or equivalent level in the occupation being taught. In any case, this shall be no less than one year.

(6) "Management experience" shall mean work as a supervisor, foreman or manager in the occupational area in which the person will instruct.

(7) "Occupational experience" shall mean paid or unpaid work experience in the career field to be taught.

(8) "One year of occupational experience" shall equal two thousand hours of employment.

(9) "Professional education" shall mean those programs, courses, seminars and workshops that are designed to improve teaching ability.

(10) "Professional experience" shall mean employment in vocational education in the discipline and/or specialty for which the application has been submitted.

(11) "Quarter hours or the equivalent" shall mean one quarter credit, two-thirds semester credit, ten clock hours or one hundred hours of occupational experience.

(12) "Technical education/upgrading" shall mean those vocational programs, courses, seminars and workshops which are designed to improve the skills and/or knowledge in the discipline in which the application is being made.

[Statutory Authority: RCW 28A.410.010. 98-01-026, § 180-77-003, filed 12/8/97, effective 1/8/98; 97-04-085, § 180-77-003, filed 2/5/97, effective 3/8/97; 95-12-056, § 180-77-003, filed 6/2/95, effective 7/3/95. Statutory Authority: RCW 28A.70.005. 78-10-003 (Order 11-78), § 180-77-003, filed 9/7/78.]

WAC 180-77-014 Requirements for limited certification. (1) Probationary certificate. The probationary certificate is valid for two years and is renewable one time for two additional years upon recommendation of the employing district if the individual has completed the procedures outlined for the first year in the professional growth plan and has made additional progress in meeting the requirements for the initial vocational certificate.

The candidate for a probationary certificate must have substantially completed requirements for the initial vocational certificate as set forth in WAC 180-77-031 or 180-77-041.

(a) Such a certificate may be issued upon recommendation by the employing school district.

(b) The candidate shall have developed a professional growth plan in cooperation with the vocational administrator. The plan must be approved by the local school district vocational program advisory committee, to which the candidate is assigned. The plan shall provide for orientation, prior to the commencement of the teaching assignment, in the following:

(i) Issues related to legal liability;

(ii) The responsibilities of professional vocational educators; and

(iii) The lines of authority in the employing school district and/or building.

Within the first sixty working days, the plan shall establish procedures for the vocational instructor to develop competencies in the following:

(iv) Vocational methods; and

(v) General and specific safety.

If the candidate does not have access to the required course work within the first ninety working days, the local school district vocational advisory committee responsible may authorize the completion of the course work at a later date. The required course work shall be completed prior to the second year of employment.

(vi) The plan shall develop procedures and timelines for the vocational instructor to meet the requirements for the initial vocational certificate.

(vii) *Provided*, That candidates for probationary certificates as a coordinator of work-based learning shall have completed a course in coordination techniques and either:

(A) Possess a valid initial or continuing vocational teacher certificate; or

(B) Have completed five hundred hours of occupational experience within the past six years.

(2) Conditional vocational certificate. Notwithstanding other requirements prescribed in this chapter for eligibility for vocational certification in the state of Washington, the one-year conditional vocational certificate may be issued under specific circumstances set forth below for limited service:

(a) The issuance of the conditional vocational certificate may be issued only under unique and special circumstances where no regularly certificated vocational instructor is available and is limited to:

(i) Persons highly qualified and experienced in the knowledge and occupational skills of the vocational program to be certified; or

(ii) Persons who meet the occupational experience requirements for vocational certification; or

(iii) Persons who will be employed in new and emerging occupations as identified by the state board of education and/or its designee.

(b) The certificate is issued to individuals who are screened by the local vocational administrator and school district superintendent or designee. The local vocational administrator or superintendent will verify that the following criteria have been met when requesting the conditional vocational certificate:

(i) No person with vocational certification in the field is available as verified by the local vocational administrator or superintendent;

(ii) The individual is being certified for a limited assignment and responsibility in a specified vocational program area;

(iii) Personnel so certificated will be oriented and prepared for the specific assignment and will be apprised of any legal liability, the lines of authority and the duration of the assignment;

(iv) The vocational administrator and local program advisory committee will indicate the basis on which he/she has determined that the individual is competent for the assignment;

(v) A written work and/or educational experience training plan as specified in WAC 180-77-014 (1)(b) is on file with the employing district.

(c) The certificate is valid for one year and only for the teaching area specified on the certificate. The certificate may be reissued on application and evidence that requirements continue to be met.

(3) Substitute vocational certificates. Substitute vocational certificates may be issued to candidates who meet the requirements in WAC 180-79A-230(2).

[Statutory Authority: RCW 28A.410.010. 98-01-026, § 180-77-014, filed 12/8/97, effective 1/8/98; 95-12-056, § 180-77-014, filed 6/2/95, effective 7/3/95.]

WAC 180-77-025 Personnel assignment. Vocational teachers teaching other secondary school subjects and

vocational counselors serving in addition as general counselors need to hold a valid certificate as provided for in chapter 180-79A WAC, Standards for teacher, administrator, and educational staff associate certification.

[Statutory Authority: RCW 28A.410.010. 98-01-026, § 180-77-025, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.70.005. 78-10-003 (Order 11-78), § 180-77-025, filed 9/7/78.]

WAC 180-77-031 Requirements for candidates seeking vocational certification through completion of approved college/university programs. Candidates for certification through the completion of approved programs shall complete the following requirements in addition to those set forth in WAC 180-79A-122, 180-79A-150 (1) and (2), and chapter 180-78A WAC.

(1) Initial.

(a) Candidates for the initial certificate shall hold a baccalaureate degree from a regionally accredited college or university which includes a minimum of forty-five quarter hours of study in the specific vocational subject area for which certification is sought.

(b) Candidates for the initial certificate shall demonstrate competency in one or more of the major categories of WAC 180-77A-170, Program area standards.

(c) Candidates for the initial certificate shall complete a state approved vocational teacher training program through a regionally accredited college or university which shall include completion of student teaching in the relevant vocational subject area.

(d) Candidates for the initial certificate shall demonstrate competence in the general standards for all vocational-technical teacher certificate candidates pursuant to WAC 180-77A-165, which include but are not limited to knowledge and skills in the following areas:

- (i) General and specific safety;
- (ii) Vocational teaching methods;
- (iii) Occupational analysis;
- (iv) Course organization and curriculum design;
- (v) Philosophy of vocational education;
- (vi) Personal student development and leadership techniques.

(e) In addition, candidates for initial certification in diversified occupations or coordinator of work based learning shall demonstrate competency in knowledge and skills described in WAC 180-77A-180.

(f) Candidates for the initial certificate shall provide documentation of one year of paid occupational experience (two thousand hours) in the specific vocational field for which certification is sought. If all or part of the two thousand hours is more than six years old, candidates must complete an additional three hundred hours of recent (occurring in the last two years) occupational experience.

(2) Initial renewal. Candidates for renewal of the initial certificate must complete three quarter hours of credit or thirty clock hours of vocational educator training in the subject area certified to teach since the initial certificate was issued or renewed.

(3) Continuing.

(a) Candidates for the continuing certificate shall have in addition to the requirements for the initial certificate at least nine quarter hours or ninety clock hours of vocational

educator training in the vocational subject area to be certified completed subsequent to the conferral of the baccalaureate degree.

(b) Candidates for the continuing certificate shall provide as a condition for the issuance of a continuing certificate documentation of two years of teaching/coordination in the vocational subject area certified to teach with an authorized employer—i.e., school district(s) or skills center(s).

(4) Continuing certificate renewal.

(a) Candidates for renewal of the continuing certificate shall complete since the previous continuing certificate was issued one of the following:

(i) Six quarter hours or sixty clock hours of vocational educator training;

(ii) Three quarter hours or thirty clock hours of vocational educator training and three quarter hours or thirty clock hours of technical education/upgrading;

(iii) Three quarter hours or thirty clock hours of vocational educator training and three hundred hours of occupational experience.

[Statutory Authority: RCW 28A.410.010. 98-01-026, § 180-77-031, filed 12/8/97, effective 1/8/98; 97-04-085, § 180-77-031, filed 2/5/97, effective 3/8/97; 95-12-056, § 180-77-031, filed 6/2/95, effective 7/3/95.]

WAC 180-77-041 Requirements for candidates seeking vocational certification on the basis of business and industry work experience. Candidates for certification who have not completed approved programs set forth in WAC 180-77A-028 shall complete the following requirements in addition to those set forth in WAC 180-79A-122 and 180-79A-150 (1) and (2).

(1) Initial.

(a) Candidates for the initial certificate shall provide documentation of three years (six thousand hours) of paid occupational experience in the specific vocational subcategory for which certification is sought. One year (two thousand hours) must be within the past six years. If all or part of the two thousand hours is more than six years old, candidates must complete an additional three hundred hours of recent (occurring in the last two years) occupational experience.

(b) Candidates for the initial certificate shall demonstrate competence in the general standards for all vocational-technical teacher certificate candidates pursuant to WAC 180-77A-165, which include but are not limited to knowledge and skills in the following areas:

- (i) General and specific safety;
- (ii) Vocational teaching methods;
- (iii) Occupational analysis;
- (iv) Course organization and curriculum design;
- (v) Philosophy of vocational education;
- (vi) Personal student development and leadership techniques.

(c) Provided, until such time as two or more programs are approved by the SBE under WAC 180-77A-029, candidates shall complete a minimum of twenty-five quarter hours or two hundred fifty hours of vocational educator training and/or technical education/upgrading of which a minimum of ten quarter hours or one hundred clock hours of competency-based course work must be in the above areas.

(d) Candidates for the initial certificate shall also demonstrate knowledge and skills in the following areas:

(i) School law;

(ii) Issues related to abuse as specified in WAC 180-78A-165 (1)(t).

(e) In addition, candidates for initial certification in diversified occupations or coordinator of work based learning shall demonstrate competency in knowledge and skills described in WAC 180-77A-180.

(2) Initial renewal. Candidates for renewal of the initial certificate must complete three quarter hours of credit or thirty clock hours of vocational educator training in the subject matter certified to teach since the initial certificate was issued or renewed.

(3) Continuing.

(a) Candidates for the continuing certificate shall have in addition to the requirements for the initial certificate at least nine quarter hours or ninety clock hours of vocational educator training in the vocational subject matter to be certified completed subsequent to the issuance of the initial certificate.

(b) Candidates for the continuing certificate shall provide as a condition for the issuance of a continuing certificate documentation of two years of teaching/coordination in the vocational subject matter certified to teach with an authorized employer—i.e., school district(s) or skills center(s).

(4) Continuing certificate renewal.

(a) Candidates for renewal of the continuing certificate shall complete since the previous continuing certificate was issued one of the following:

(i) Six quarter hours or sixty clock hours of vocational educator training;

(ii) Three quarter hours or thirty clock hours of vocational educator training and three quarter hours or thirty clock hours of technical education/upgrading;

(iii) Three quarter hours or thirty clock hours of vocational educator training and three hundred hours of occupational experience.

[Statutory Authority: RCW 28A.410.010, 98-01-026, § 180-77-041, filed 12/8/97, effective 1/8/98; 97-04-085, § 180-77-041, filed 2/5/97, effective 3/8/97; 95-12-056, § 180-77-041, filed 6/2/95, effective 7/3/95.]

WAC 180-77-120 Out-of-state candidates. Out-of-state applicants shall be eligible for Washington vocational certificates if they meet the standards in chapter 180-77 WAC or as follows: *Provided*, That candidates who apply for a vocational certificate who have not successfully completed course work or an in-service program including a minimum of ten clock hours of instruction on issues of abuse, must complete such course work or in-service program as a condition of the issuance of a vocational certificate. The content of the course work or in-service program shall discuss the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are victims of abuse, and methods for teaching students about abuse of all types and their prevention.

(1) Initial certificate. The initial certificate shall be

issued by the superintendent of public instruction to a candidate who has two thousand hours of paid occupational experience and who meets one of the following:

(a) Qualifies under provisions of the interstate compact;

(b) Holds the appropriate degree and, if applicable, credit hours and/or licensing as set forth in this chapter and has completed a state-approved preparation program at a regionally accredited college or university in the professional field for which the certificate is to be issued and such additional professional fields as required by WAC 180-79A-150(4);

(c) Holds an appropriate vocational certificate issued by another state and has practiced at the P-12 level in that respective role outside the state of Washington for three years and has completed the ten quarter hours of academic study as specified in WAC 180-77-041 (1)(c).

(2) Continuing certificate. The continuing certificate shall be issued on verification that the candidate has met all requirements for initial and continuing certification in the state of Washington.

[Statutory Authority: RCW 28A.410.010, 98-01-026, § 180-77-120, filed 12/8/97, effective 1/8/98; 97-04-085, § 180-77-120, filed 2/5/97, effective 3/8/97; 95-12-056, § 180-77-120, filed 6/2/95, effective 7/3/95.]

Chapter 180-77A WAC

APPROVAL STANDARDS FOR VOCATIONAL-TECHNICAL TEACHER PREPARATION PROGRAMS

WAC

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180-77A-180	Vocational-technical teacher preparation specialty standards.
180-77A-195	Course work/internship waiver.

WAC 180-77A-003 Authority. The authority for this chapter is RCW 28A.410.010 which authorizes the state board of education to establish, publish, and enforce rules and regulations determining eligibility and certification of personnel employed in the common schools of this state. This authority is supplemented by RCW 28A.305.130 (1) and (2) which authorizes the state board of education to approve educator preparation programs in institutions of higher education.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-003, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-004 Overview. These rules establish a performance-based preparation system for educators that supports the Improvement of Student Achievement Act of 1993 (1209) which will enable educators to implement the Washington state student learning goals and essential academic learning requirements. These rules also provide a framework for consistency and quality preparation of vocational-technical teacher certification candidates completing baccalaureate degrees or using industry or business work experience.

Specifically, this chapter describes the procedures and standards for colleges/universities and other agencies or institutions to be approved as providers of preparation programs for vocational-technical teacher certification. In addition to colleges and universities, programs may be provided by community and technical colleges, school districts, educational service districts, or any combination of the above.

In addition, this chapter authorizes the establishment of a state-wide vocational-technical professional education council which will make recommendations to the state board of education regarding approval of the vocational-technical teacher preparation programs and will advise the programs on an ongoing basis. The council will consist of practicing vocational-technical teachers and administrators, representatives from business, industry, labor and the community, and representatives from colleges and universities and other program providers.

Finally, this chapter identifies the general standards which must be demonstrated by all successful applicants for vocational-technical teacher certification and the specific standards which will be demonstrated by those applying for certification in particular subject areas.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-004, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-006 Purpose. This chapter establishes, pursuant to WAC 180-77-004, procedures, standards, and criteria to be used in the development and approval of vocational-technical teacher preparation programs and identifies the knowledge and skill expected of all vocational-technical teacher certificate candidates.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-006, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-012 Required vocational-technical professional education council. In order to maintain quality and consistency in vocational-technical teacher preparation programs state-wide, the state board of education

will establish a vocational-technical professional education council.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-012, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-014 Qualifications to be appointed to the vocational-technical professional education council. Each individual selected by an association, institution or the state board of education to membership as prescribed in WAC 180-77A-016 shall:

(1) Be a resident of the state of Washington or be employed by a school district of the state; and

(2) Have demonstrated commitment to the improvement of vocational-technical education within the context of WAC 180-77A-004.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-014, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-016 Vocational-technical professional education council—Membership. Appointments to the vocational-technical professional education council shall be made by the state board of education. The vocational-technical professional education council shall at a minimum consist of:

(1) Eight classroom vocational-technical teachers, one representing each vocational-technical major category identified in WAC 180-77-005 (agriculture education, business education, marketing education, family and consumer sciences education, technology education, trade and industrial, health occupations, and diversified occupations), recommended by the professional association of the major category. At least twenty-five percent of the above appointees shall have earned their vocational-technical teacher certificates through business and industry experience.

(2) Two vocational administrators recommended by the Washington Association of Vocational Administrators.

(3) Two representatives from business, industry, labor and community appointed by the state board of education.

(4) One representative from each college and university with an approved program for vocational-technical teacher preparation, recommended by the institution.

(5) One representative of nonbaccalaureate vocational-technical teacher preparation providers, appointed by the state board of education.

(6) One representative of the community and technical colleges appointed by the state board of education.

(7) One representative, at large, recommended by the Washington Vocational Association.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-016, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-018 Substitute pay for members of the vocational-technical professional education council. Service on the vocational-technical professional education council by certificated employees is deemed by the state board of education as a committee formed for the purpose of furthering education within the state; and, 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: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-018, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-020 Vocational-technical professional education council—Duties. The vocational-technical professional education council shall:

(1) Adopt operation procedures and meet on a regular basis.

(2) Make a recommendation to the state board of education regarding approval of all vocational-technical teacher preparation programs submitted for approval pursuant to the standards and criteria of this chapter.

(3) Establish the criteria that shall be used to determine acceptable basic skills for vocational-technical teacher certification candidates.

(4) Make recommendations for program changes to the colleges/university institutions or providers which must in turn consider and respond to the recommendations in writing in a timely fashion.

(5) Submit to the state board of education annually an executive summary of the activities of the council for the preceding year's meetings, including a report of all vocational-technical teacher preparation programs reviewed and approved, and other material related to the vocational-technical teacher preparation programs requested by the state board of education.

(6) Explore the role of the council as an appeals board in vocational-technical certification matters.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-020, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-025 Program approval. All programs leading to certification offered in Washington state to prepare vocational-technical teachers shall be approved pursuant to the requirements of this chapter.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-025, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-026 Existing approved programs. All existing approved vocational-technical teacher preparation programs shall be reviewed for approval under the approval standards of chapter 180-77A WAC prior to August 31, 2000, unless granted a waiver by the state board of education. The state board of education shall determine the schedule for such approval reviews and whether an on-site visit or other forms of documentation and validation shall be used for the purposes of granting approval. In submitting a request for approval under these standards, the approved program shall provide a description of the criteria that the approved vocational-technical teacher preparation program will use to assess, in multiple ways, over time, its certification candidates' knowledge and skills, including, where appropriate, evidence related to positive impact on student learning. Based on the documentation submitted and/or an on-site visit, the state board of education shall grant approval or request specific revisions that need to be made in order to obtain state board of education approval.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-026, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-028 Procedures for initial approval of a vocational-technical teacher preparation program for candidates applying under WAC 180-77-031. Each college or university desiring to establish a vocational-technical teacher preparation program shall comply with the following in addition to all approval standards in chapter 180-78A WAC:

(1) Advise the vocational-technical professional education council of the desire to establish the vocational-technical teacher preparation program.

(2) Describe the planned process that the approved vocational-technical teacher preparation program will use to assess, in multiple ways, over time, its vocational-technical teacher candidates knowledge and skills as required by WAC 180-77A-165 and relevant subsections of WAC 180-77A-170, including, where appropriate, evidence related to positive impact on student learning.

(3) Describe the plan for assuring that adequate resources will be provided to support the program and that faculty will have the appropriate qualifications and work experience for the roles assigned.

(4) Present the plan to the vocational-technical professional education council which shall review such plan and shall make a recommendation regarding program approval to the state board of education.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-028, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-029 Procedures for initial approval of a vocational-technical teacher preparation program for candidates applying under WAC 180-77-041. Each program provider, which shall be a college or university, community or technical college, school district, educational service district, or any combination of the above, desiring to establish a vocational-technical teacher preparation program for candidates applying under WAC 180-77-041 shall comply with the following:

(1) Advise the vocational-technical professional education council of the desire to establish the vocational-technical teacher preparation program, identifying the agencies involved and the administrator of the program.

(2) Describe the planned process that the approved vocational-technical teacher preparation program will use to assess, in multiple ways, over time, its vocational-technical teacher candidates knowledge and skills as required by WAC 180-77A-165, including, where appropriate, evidence related to positive impact on student learning.

(3) Describe the plan for assuring that adequate resources will be provided to support the program and that faculty will have the appropriate qualifications and work experience for the roles assigned.

(4) Present the plan to the vocational-technical professional education council which shall review such plan and shall make a recommendation regarding approval to the state board of education.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-029, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-030 Length of time for which vocational-technical teacher program approval status shall be granted. (1) The state board of education shall

approve all vocational-technical teacher preparation programs under these program approval standards for five years unless the state board of education approves a variation.

(2) The state board of education, upon receipt of a complaint from any source or upon its initiative, may review all or any part of a vocational-technical teacher preparation program for compliance with the provisions of this chapter. If deviations are found, the state board of education is authorized to rescind program approval until the program provider submits an acceptable compliance agreement which will bring the vocational-technical teacher preparation program into compliance as soon as reasonably practicable but no later than the commencement of the succeeding academic year or six calendar months, whichever is later.

(3) If an acceptable compliance agreement is not developed and approved by the state board of education, the vocational-technical teacher preparation program shall be placed on probationary status and the probationary status provision of WAC 180-77A-033 shall apply.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-030, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-033 Probationary status. Program providers with approved vocational-technical teacher preparation programs shall not lose official approval status until the state board of education has taken final action to disapprove the vocational-technical teacher preparation program: *Provided*, That programs shall be permitted for the current and one additional academic year following receipt of the formal notice of disapproval to continue as an approved preparation program on probationary status for the purpose of completing the vocational-technical teacher preparation program for those candidates for certification currently enrolled in the vocational-technical teacher preparation program and who are scheduled to complete such vocational-technical teacher preparation program within such academic years and for the purpose of regaining state board of education approval.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-033, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-037 Procedures for reestablishment of approval status for a vocational-technical teacher preparation program. The procedures for the reestablishment of state board of education approval of a vocational-technical teacher preparation program shall be the same as the procedure for initial approval as provided in WAC 180-77A-028 and 180-77A-029.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-037, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-040 Responsibilities of the designated program administrator. Each provider of an approved vocational-technical teacher preparation program pursuant to WAC 180-77A-029 shall require the administrator to coordinate the following responsibilities:

(1) Submit to the vocational-technical professional education council information required for obtaining and maintaining program approval.

(2) Coordinate the process established for the candidate's demonstration of required knowledge and skills.

(3) Establish procedures for providing the candidate with documentation of the successful demonstration of the required knowledge and skills.

(4) Establish a process to counsel the candidate's application process for certification.

(5) Coordinate management of operations and resources for the preparation program.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-040, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-057 Approval of vocational-technical teacher preparation program offered by an out-of-state provider within the state applicable to certification. No out-of-state provider shall offer a program of courses within Washington state for purposes of Washington state vocational-technical teacher certification without meeting all program approval requirements set forth in this chapter.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-057, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-165 General standards for all vocational-technical teacher certificate candidates. All candidates for initial vocational-technical teacher certification shall demonstrate competence in the following standards:

(1) State learning goals—The vocational-technical teacher is able to apply and integrate the state's learning goals and essential academic learning requirements in program implementation and assessment.

(2) Learning environments—The vocational-technical teacher is able to create and sustain safe learning environments which prepare diverse students for the workplace, advanced training, and continued education.

(3) Student characteristics and related instructional strategies—The vocational-technical teacher is able to identify the diverse needs of students and implement programs and strategies which promote student competency development and success.

(4) Personal and professional attributes—The vocational-technical teacher models personal and professional attributes and leadership skills which reflect productive life and work roles.

(5) Partnerships—The vocational-technical teacher implements and maintains collaborative partnerships with students, colleagues, community, business, industry, and families, which maximize resources and promote student self-sufficiency.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-165, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-170 Program area standards. In addition to the standards identified in WAC 180-77A-165, individuals completing baccalaureate programs from an approved college or university will demonstrate competency in the following standards in one or more of the following major categories of WAC 180-77-005.

(1) **Agriculture education.**

(a) The agriculture education teacher demonstrates essential skills and knowledge including the scientific/technical, safety and career information in the areas of: Natural resource science, agricultural economics, horticultur-

al science, animal science, crop science, soil science, and agricultural technology and management.

(b) The agriculture education teacher demonstrates a philosophy of education which reflects the unique student/community and industry interaction and includes the technical, personal leadership, and school to work components which comprise a comprehensive agricultural education program.

(c) The agriculture education teacher develops a comprehensive instructional program based on identified agriculture industry needs while recognizing the social economic, demographic, diversity of the community in consultation with an appropriate advisory committee.

(d) The agriculture education teacher demonstrates personal and professional leadership skills as an integral part of agriculture programs and apply these competencies through the agriculture education student organization, FFA.

(e) The agriculture education teacher demonstrates the necessary skills and abilities to implement and manage a supervised agriculture experience including: Accounting practices, career experiences, entrepreneurial, and job-related skills.

(f) The agriculture education teacher develops and maintains a safe environment while dealing with agricultural chemicals, scientific apparatus and solvents during classroom, laboratory, and supervised agricultural experiences.

(g) The agriculture education teacher is able to develop and demonstrate the scientific process through the preparation of mechanical and research experiences in the classroom, laboratory, leadership, and supervised agriculture experiences.

(2) Business education.

(a) The business education teacher demonstrates workplace competencies in keyboarding and information processing, computer technology and applications, information systems and management, accounting principles and applications, business communications, and business systems, and procedures.

(b) The business education teacher demonstrates the ability to apply the principles of business management and entrepreneurship, leadership, economics, international business, business law, and computation.

(c) The business education teacher demonstrates teaching competence in keyboarding, information processing, and microcomputer applications; accounting and computation; specific business content areas of business management and procedures, business law, economics, business communications, career development, and work-based coordination; and integration of leadership development into the curriculum and management of Future Business Leaders of America (FBLA) activities.

(3) Family and consumer sciences education.

(a) The family and consumer sciences teacher demonstrates the ability to prepare students for family life and responsible participation and leadership in work and community roles.

(b) The family and consumer sciences teacher demonstrates knowledge and skills in individual and family wellness; resource creation, access maintenance and management; and individual and family development across the life span.

(c) The family and consumer sciences teacher creates environments and utilizes strategies which enhance student ability to value diverse populations and their contributions to society.

(d) The family and consumer sciences teacher demonstrates the ability to advocate for technological and societal change that benefits the family system.

(e) The family and consumer sciences teacher encourages the use of thinking skills and the planning process for problem solving and decision making through the designated vocational student organization for family and consumer sciences.

(4) Marketing education.

(a) The marketing education teacher models effective leadership traits and demonstrates the ability facilitate, supervise, and evaluate DECA student leadership activities.

(b) The marketing education teacher demonstrates the ability to link classroom learning of work and work-based learning to prepare students for the world of marketing.

(c) The marketing education teacher demonstrates a commitment to professional development.

(d) The marketing education teacher applies understanding of the foundations and functions of marketing, management, and entrepreneurial competencies.

(e) The marketing education teacher is able to successfully implement and provide leadership for a school-based enterprise as an instructional strategy.

(5) Technology education.

(a) The technology education teacher demonstrates knowledge and understanding of systems and concepts related to all areas of technological study referred to as core technologies including: Power and energy, controls, materials science, problem solving, and technology in society.

(b) The technology education teacher demonstrates knowledge and understanding of the relationship of mathematics, science, computer science, and communications to the technological process.

(c) The technology education teacher demonstrates competency in the areas of communications, manufacturing, construction, transportation, and bio-related with a concentration in at least one of the areas.

(d) The technology education teacher demonstrates ability to manage a traditional shop; as well as convert a traditional shop to an exemplary technology education laboratory.

(e) The technology education teacher demonstrates knowledge and understanding of communications and technological concepts related to technical systems created for encoding, transmitting, receiving, decoding, storing, retrieving, and using information.

(f) The technology education teacher demonstrates the fundamental knowledge of manufacturing and manufacturing systems and technological concepts related to technical systems associated with research, extraction, processing, recycling, and conversion of materials for consumer and industrial goods.

(g) The technology education teacher demonstrates fundamental knowledge of construction and construction systems, including the technological concepts related to technical systems associated with the design, creation, and maintenance associated with construction of residential,

commercial, industrial, and civil structures; as well as consideration of economics, management, power, and energy.

(h) The technology education teacher demonstrates knowledge and understanding of transportation systems, including technological concepts related to technical systems associated with the design, development, evaluation, and operation of subsystems, and components of terrestrial, marine, atmospheric, and space vehicles.

(i) The technology education teacher demonstrates knowledge and understanding of biological systems in areas such as botany, environmental biology, medical, and biotechnology and zoology.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-170, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-175 Work experience program standards. Individuals obtaining certification on the basis of business and industry work experience in the major categories of trade and industrial, health occupation, or any of the subcategories approved by the state board of education for WAC 180-77-005 shall be assessed on the basis of the requirements pursuant to WAC 180-77-041 and 180-77A-165.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-175, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-180 Vocational-technical teacher preparation specialty standards. In addition to the standards identified in WAC 180-77A-170 or 180-77A-175, individuals obtaining certification in the areas of coordinator of work-based learning or diversified occupations must demonstrate competency in the following standards.

(1) Coordinator of work-based learning.

(a) The work-based learning coordinator demonstrates the knowledge and ability to develop, implement, manage, and evaluate a diversified work-based learning program that utilizes local resources.

(b) The work-based learning coordinator models ethical behavior and demonstrates the ability to facilitate, supervise, and evaluate student leadership activities.

(c) The work-based learning coordinator demonstrates the ability to team with vocational-technical teachers and prospective employers to relate work-based learning with school-based learning and to measure student performance.

(d) The work-based learning coordinator demonstrates a commitment to professional development.

(e) The work-based learning coordinator demonstrates a current knowledge of the essential academic learning requirements and skills for entry level workers and uses a variety of methods to insure that students master the essential academic learning requirements.

(2) Diversified occupations.

(a) The diversified occupations teacher demonstrates competency in the areas of career exploration, employment acquisition, job retention, resource management (personal, community, workplace technology, consumerism), economic systems (entrepreneurship, economics), basis skills development, and leadership development.

(b) The diversified occupations teacher demonstrates the ability to link classroom learning with the world of work and

coordinate work-based learning which prepares students for the world of work.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-180, filed 2/5/97, effective 3/8/97.]

WAC 180-77A-195 Course work/internship waiver.

The provider of approved vocational-technical teacher programs may waive required course work and/or waive or reduce in length the required internship for any candidate, based on an individual review if the college or university or approved provider determines 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: RCW 28A.410.010 and 28A.305.130. 97-04-087, § 180-77A-195, filed 2/5/97, effective 3/8/97.]

Chapter 180-78 WAC

PROFESSIONAL CERTIFICATION—APPROVED PREPARATION PROGRAMS BY COLLEGES AND UNIVERSITIES

WAC

180-78-205	Program approval requirement—General knowledge required by all candidates for certification as teacher, administrator, school counselor, school psychologist, and school social worker.
180-78-207	General knowledge required of all teacher, administrator, school counselor, school psychologist, and school social worker candidates for certification.
180-78-215	Program approval requirement—General knowledge required by all candidates for certification as teachers.
180-78-217	General knowledge required of all candidates for teacher certificates.
180-78-235	Program approval requirement—General knowledge required by all candidates for certification as administrators.
180-78-237	General knowledge required of all candidates for administrator certificates.
180-78-285	Program approval requirement—General knowledge required for all school counselor, school psychologist and school social worker candidates for certification.

WAC 180-78-205 Program approval requirement—General knowledge required by all candidates for certification as teacher, administrator, school counselor, school psychologist, and school social worker. An approved preparation program shall require all candidates for certification as teacher, administrator, school counselor, school psychologist, and school social worker to complete course work that covers the general knowledge required in WAC 180-78-207 for all candidates for certification unless waived pursuant to WAC 180-78-215, 180-78-235, or 180-78-285: *Provided*, That effective August 31, 1997, an approved program for principals shall be exempted from this section and shall require candidates for principal certification to complete course work that covers the performance domains required by WAC 180-78-257.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-081, § 180-78-205, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010. 94-24-041, § 180-78-205, filed 12/2/94, effective 1/2/95.]

Statutory Authority: RCW 28A.70.005. 88-07-002 (Order 7-88), § 180-78-205, filed 3/3/88.]

WAC 180-78-207 General knowledge required of all teacher, administrator, school counselor, school psychologist, and school social worker candidates for certification. General knowledge required of all candidates for certification as teachers, administrators, school counselors, school psychologists, and school social workers includes the following: *Provided*, That effective August 31, 1997, candidates for certification as principals shall be exempted from this section:

(1) **Schools and society.** Topics to be included consist of the following:

(a) Development of education in public and private schools in the United States.

(b) The nature and foundation of the educational system, including the evolution of school curriculum in grades P-12.

(c) Public policy issues related to the role of schools in a democratic society, with particular emphasis on:

(i) Equity issues related to various populations—e.g., race, sex, handicapping conditions, gifted, migrant, poverty, aliens, etc.

(ii) Study of values in public schools.

(iii) Issues related to the funding of public and private schools.

(iv) Compulsory attendance, compulsory education, and parental rights and responsibilities.

(v) Federal, state, and community control of schools.

(vi) Resource personnel and public and private agencies, including professional associations, which offer services to teachers, children, parents, and schools.

(2) **Human growth, development, and learning.** Topics included consist of the following:

(a) Physical, psychomotor, cognitive, social, and emotional development of the normal and exceptional child, including those who are victims of abuse, children with handicapping conditions and the highly capable from birth to age twenty-one.

(b) Theories of learning, including:

(i) Behaviorism.

(ii) Social learning.

(iii) Information processing.

(iv) Cognitive development.

(c) Educational processes appropriate to normal and exceptional children, including those with handicapping conditions and the highly capable from birth through age twenty-one as to:

(i) Collection and interpretation of data.

(ii) Identification and assessment of individual students.

(iii) Impact of teaching and learning techniques on behavior.

(3) **American school law.** Topics include legal matters common to all education systems within the United States and consist of the following:

(a) Educational structure and governance, including the role of the courts.

(b) Students and the law, including First Amendment and due process rights, corporal punishment, grading, expulsion, suspension, discipline, and search and seizure and privacy rights.

(c) School professionals and the law, including nonrenewal, discharge, revocation, academic freedom, collective bargaining, professional ethics and legal responsibilities, and child abuse and other reporting requirements.

(d) Professional and school district liability, including negligence and tort liability.

(e) Federal law respecting the rights of the handicapped.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-081, recodified as § 180-78-207, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010, 28A.305.130 (1), (2) and (3). 94-24-038, § 180-79-131, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-131, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-131, filed 2/17/88.]

WAC 180-78-215 Program approval requirement—General knowledge required by all candidates for certification as teachers. An approved preparation program for teachers shall include course work, either separate or combination of courses, that cover the general knowledge required in WAC 180-78-207 and 180-78-217 for all candidates for certification as teachers: *Provided*, That the college or university may waive the required course work for any candidate, based on an individual determination, if the college or university determines that previous work experiences, other course work, or alternative learning experiences have or will provide the candidates with the knowledge and skills otherwise to be gained from the required course work: *Provided further*, That in the event the candidate has served as a teacher aide in a public or an approved private school and the candidate so requests and provides appropriate documentation, the college or university must evaluate the candidate pursuant to WAC 180-78-225.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-081, § 180-78-215, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.70.005. 88-07-002 (Order 7-88), § 180-78-215, filed 3/3/88.]

WAC 180-78-217 General knowledge required of all candidates for teacher certificates. General knowledge of all candidates for teacher certificates include the following:

(1) **Classroom management and discipline.** Topics to be included consist of the following:

(a) Research and theoretical models used to design instructional programs that manage the physical environment and the human dynamics of the classroom.

(b) Alternative forms of corrective action and application of such to classroom behavior.

(c) Designing instructional units, including alternative approaches to development, implementation, and evaluation of such units.

(2) **Instruction methodology.** Topics to be included consist of the following:

(a) Instructional theory and strategies (i.e., Informational Processing, Personal, Social, Behavioral Systems), including the strengths and weaknesses of alternative models.

(b) The needs of exceptional students including those who are victims of abuse requiring special instruction, the assessment of learning abilities, the appropriate methods and materials, and the ways of adapting the regular curriculum for these students.

(c) The instructional uses of audio-visual materials, the computer, and other technological developments.

(d) Techniques for assessing students' reading and writing levels in content areas, making appropriate referrals, and, if necessary, prescribing appropriate remedial action.

(3) **Student testing, assessment, and evaluation.** Topics to be included consist of the following:

(a) Developing and using classroom formative and summative procedures including planning, developing, administering and returning, essay, true/false, matching, and multiple choice items.

(b) Observing and rating student achievement and behavior.

(c) Student marking or grading systems.

(d) Social, legal, and ethical issues in student testing.

(4) **Program assessment.** Topics to be included consist of the following:

(a) Interpreting norm and criterion referenced tests.

(b) Reliability and validity of classroom and standardized tests.

(c) Basic measurement and statistical concept.

(d) Ethnographic approaches.

(5) **Teacher evaluation and professional growth.** Topics to be included consist of the following:

(a) State evaluation laws, including contract renewal procedures.

(b) Procedures for obtaining feedback on professional effectiveness.

(c) Developing personal inservice plans for professional improvement.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-081, recodified as § 180-78-217, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-136, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-136, filed 2/17/88.]

WAC 180-78-235 Program approval requirement—General knowledge required by all candidates for certification as administrators. An approved preparation program for administrators shall include course work, either separate or combination of courses, that cover the general knowledge required in WAC 180-78-207 and 180-78-237 for all candidates for certification as administrators: *Provided*, That the college or university may waive the required course work for any candidate, based on an individual determination, if the college or university determines that previous work experiences, other course work, or alternative learning experiences have or will provide the candidates with the knowledge and skills otherwise to be gained from the required course work: *Provided further*, That effective August 31, 1997, an approved program for principals shall be exempted from this section and shall require candidates for principal certification to complete course work that covers the performance domains required by WAC 180-78-257.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-081, § 180-78-235, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010. 94-24-041, § 180-78-235, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.70.005. 88-07-002 (Order 7-88), § 180-78-235, filed 3/3/88.]

WAC 180-78-237 General knowledge required of all candidates for administrator certificates. General knowledge of all candidates for administrator certificates include

the following: *Provided*, That candidates applying for principal certification on or after August 31, 1998, shall be exempted from this section:

(1) **School organization and management.** Topics to be included consist of the following:

(a) Social systems theory, including:

(i) Formal and informal organization structure and communications.

(ii) Rational and organic models of organization.

(b) Organizational behavior, including:

(i) Bureaucratization.

(ii) Individual and institutional behavior.

(iii) Power, authority, and delegation.

(c) Management behavior, including:

(i) Management systems, including planning by objectives—i.e., goal setting, implementation, and evaluation.

(ii) Administrative style, including leadership models, decision making, motivation and change strategies, and conflict resolution.

(2) **Program administration.** Topics to be included consist of the following:

(a) Personnel management, including:

(i) Recruitment and selection, including affirmative action, nondiscrimination, and interviews.

(ii) Employment, including job descriptions, salary surveys, comparable worth, collective bargaining, grievances, arbitration, wages and equal pay laws, entitlements, assignments, and working conditions.

(iii) Supervision, including managerial responsibilities, formative observation, summative evaluation, performance standards, discipline, nonrenewal, and discharge.

(b) Fiscal management, including:

(i) Budgeting procedures for public schools.

(ii) Accounting procedures for public schools.

(iii) Auditing procedures, both internal and external, for public schools.

(c) Community relations, including contact with media, community groups, advisory committees, and business and labor organizations.

(d) Curriculum development and evaluation, including:

(i) Theories and models for curriculum development in basic skills programs.

(ii) Remedial programs.

(iii) Articulation and sequencing between grade level and courses.

(iv) Interrelationship of specialized curriculum and courses—i.e., special education, gifted, chapter I, and vocational education.

(3) **Washington state school law.** Topics included consist of the following:

(a) Provisions of the Washington state Constitution affecting the operation of public schools, including:

(i) Sectarian control of public schools.

(ii) Gift of public funds.

(iii) School finance.

(iv) School organization.

(v) Sex equity.

(b) Provisions of Washington state law, including applicable rules and regulations, affecting the operation of public schools, including:

- (i) Basic education and categorical funding of education programs.
- (ii) Special levies, operational and capital.
- (iii) Intergovernmental agreements, interdistrict cooperation and contracts, and student transfer law.
- (iv) Qualifications, elections, and recall of board members.
- (v) Public disclosure, campaign reporting, conflict of interest, and open meeting laws.
- (vi) Equity and nondiscrimination.
- (vii) Education of the handicapped.
- (viii) Student conduct, discipline, rights, and responsibilities.
- (ix) Health and safety, including communicable disease, child abuse, and corporal punishment.
- (x) Certification laws, issuance, assignment, endorsements, and revocation.
- (xi) Recruitment, nonrenewal, and discharge of certified employees.
- (xii) Collective bargaining laws, certificated and classified.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-081, recodified as § 180-78-237, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010. 94-24-041, § 180-79-140, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-140, filed 2/17/88.]

WAC 180-78-285 Program approval requirement—General knowledge required for all school counselor, school psychologist and school social worker candidates for certification. An approved preparation program for school counselors, school psychologists and school social workers shall include course work, either separate or combination of courses, that cover the general knowledge required in WAC 180-78-207 for all candidates for certification: *Provided*, That the college or university may waive the required course work for any candidate, based on an individual determination, if the college or university determines that previous work experiences, other course work, or alternative learning experiences have or will provide the candidates with the knowledge and skills otherwise to be gained from the required course work.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 97-04-081, § 180-78-285, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010, 28A.305.130 (1), (2) and (3). 94-24-038, § 180-78-285, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.70.005. 88-07-002 (Order 7-88), § 180-78-285, filed 3/3/88.]

Chapter 180-78A WAC

APPROVAL STANDARDS FOR PERFORMANCE-BASED PREPARATION PROGRAMS FOR TEACHERS, ADMINISTRATORS, AND EDUCATIONAL STAFF ASSOCIATES

WAC

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WAC 180-78A-003 Authority. The authority for this chapter is RCW 28A.410.010 which authorizes the state board of education to establish, publish, and enforce rules and regulations determining eligibility and certification of personnel employed in the common schools of this state. This authority is supplemented by RCW 28A.305.130 (1) and (2) which authorizes the state board of education to

approve educator preparation programs in institutions of higher education.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-003, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-004 Intent. 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 goals and essential academic learning requirements.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-004, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-005 Purpose. In order to support the successful implementation of Washington's ongoing public school reform and improvement policies, the state board of education is establishing a newly designed performance-based preparation system for educators that will be aligned with these efforts. This chapter establishes the procedures, standards, and criteria to be used in the development and approval of preparation programs offered by institutions of higher education in Washington state leading to teacher, administrator, and educational staff associates certification.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-005, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-006 Mission. The mission of the performance-based preparation system is to ensure that educators can demonstrate a positive impact on student learning as the foundation for preparing students to effectively participate in a diverse and democratic society.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-006, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-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 colleges or universities may and are encouraged to develop program standards which exceed the minimums herein prescribed.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-007, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-010 Definition of terms. The following definitions shall be used in this chapter:

(1) "College or university" means any regionally accredited baccalaureate degree granting Washington institution of higher learning or cooperative group of such institutions which has or develops programs of preparation in education which are submitted to the state board of education for approval.

(2) "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.

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

(4) "Program approval" means the approval by the state board of education of an educator preparation program within Washington state.

(5) "Field experience" means a sequence of learning experiences which occur in actual school settings or clinical or laboratory settings. Such learning experiences are related to specific program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.

(6) "Regionally accredited institution of higher education" means a community college, college, or university which is fully accredited by one of the following regional accrediting bodies:

- (a) Middle States, Association of Colleges and Schools;
- (b) New England Association of Schools and Colleges;
- (c) North Central Association of Colleges and Schools;
- (d) Northwest Association of Schools and Colleges;
- (e) Southern Association of Colleges and Schools;
- (f) Western Association of Schools and Colleges: Accrediting Commission for Junior and Senior Colleges.

(7) "A performance-based approved educator preparation program" means a program that requires the candidate to demonstrate in multiple ways, over time, specific state board of education required standards, criteria, knowledge and skills, including, where appropriate, evidence related to positive impact on student learning.

(8) "A positive impact on student learning" means that a teacher through instruction and assessment has been able to document students' increased knowledge and/or demonstration of a skill or skills related to the state goals and/or essential academic learning requirements: *Provided*, That teachers employed by private schools who are candidates for the professional teaching certificate shall document students' increased knowledge and/or demonstration of a skill or skills related to either:

- (a) The state goals or essential academic learning requirements; or
- (b) Such alternative learning goals as the private school has established.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 98-01-025, § 180-78A-010, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-010, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-012 Organization of chapter 180-78A WAC. In order for users of this chapter to easily identify which sections apply to residency certificate programs and which sections apply to professional certificate programs, this chapter is organized as follows:

(1) WAC 180-78A-000 through 180-78A-099 are applicable to both residency and professional certificate programs;

(2) WAC 180-78A-100 through 180-78A-299 are applicable to residency certificate programs; and

(3) WAC 180-78A-300 through 180-78A-399 are applicable to professional certificate programs.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-012, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-015 Professional education advisory committee. (1) The state board of education shall establish a professional education advisory committee to serve as the

working committee of the board on matters pertaining to the preparation and certification of school personnel. The committee shall give advice and make recommendations to the board and the state superintendent about educator preparation and certification matters and participate in the review of preparation programs. The size of the committee shall be determined by the board but membership shall be comprised of regular members representing colleges and universities, specialized and general professional associations, school district administrators, school district boards of directors, nonpublic schools, the Washington state legislature, other business and lay organizations having interest in the preparation and certification of school personnel, and three members of the state board of education.

(2) The advisory committee shall have a four-member executive committee comprised of one member of the state board, one member representing higher education, one member representing certificated staff practitioners, and one member from among the other groups represented on the advisory committee. The chair of the advisory committee shall rotate at least every two years among the nonboard members of the executive committee.

(3) The executive committee shall have the authority to work with member groups, as necessary, to assure to the extent possible that the combined membership of the advisory committee reflects the racial, ethnic, geographic and gender diversity of the state.

(4) The advisory committee shall be responsible for adopting written operating procedures.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-015, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-025 Program approval. All programs leading to certification offered in Washington state to prepare teachers, principals, program administrators, superintendents, school counselors, school psychologists, and school social workers shall be approved pursuant to the requirements of this chapter.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-025, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-026 Existing approved programs. Chapter 180-78A WAC rules shall govern all policies related to programs upon adoption by the state board of education, which shall provide assistance to colleges and universities in the revision of their existing programs. All professional education programs shall be reviewed for approval under the 1997 program approval standards by August 31, 2000. The state board of education shall determine the schedule for such approval reviews and whether an on-site visit or other forms of documentation and validation shall be used for the purposes of granting approval under the 1997 program approval standards. In submitting a request for approval under these standards, the approved program shall provide a description of the criteria that the approved preparation program will use to assess, in multiple ways, over time, its certification candidates' knowledge and skills, including, where appropriate, evidence related to positive impact on student learning. Based on the documentation submitted and/or an on-site visit, the state board of education shall grant approval or request specific revisions that need to be

made in order to obtain state board of education approval. Institutions shall be given at least one year notification prior to a state board of education review for compliance with these standards: *Provided*, That if an institution requests a visit with less than a year's notice, the state board of education shall consider that request.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-026, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-028 Procedures for initial approval of an educator preparation program. Each college or university desiring to establish a preparation program shall comply with the following:

(1) Advise the state board of education of the desire to establish the preparation program.

(2) Establish, pursuant to WAC 180-78A-065, the appropriate professional education advisory board.

(3) Develop, with the assistance of the professional education advisory board and designated officials of the state board of education, a written plan which provides timelines for the implementation of all applicable program approval standards during the first year of the preparation program and submit such report to the designated official of the state board of education for review and comment and, if requested, resubmit such plan to the designated official.

(4) Describe the criteria that the approved preparation program will use to assess, in multiple ways, over time, its candidates knowledge and skills, including, where appropriate, evidence related to positive impact on student learning.

(5) Present the written plan to the state board of education which shall approve such written plan and grant initial approval status if the state board of education is satisfied that the college or university intends to meet all program approval standards in accordance with reasonable and practical timelines and that the college or university has made the needed commitments, specifically personnel and other resources, to implement the plan: *Provided*, That prior to making a judgment on the college or university's request for approval, the state board of education may review, if provided, written and oral evidence presented by the following:

(a) The designated college or university official.

(b) The superintendent of public instruction.

(c) The chair of the applicable professional education advisory board.

(d) Any other official deemed by the state board of education to have a legitimate interest in the approval status of the college or university.

(6) The newly approved preparation program shall be approved for up to a two-year period.

(7) During the second year of approval, the superintendent of public instruction shall conduct a site visit to determine if the program is in full compliance with the 1997 program approval standards.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-028, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-030 Length of time for which program approval status shall be granted. (1) The state board of education shall approve all preparation programs under the 1997 program approval standards for five years

unless the state board of education approves a variation with the exception of new programs approved for up to two years under WAC 180-78A-028.

(2) The state board of education, upon receipt of a complaint from any source or upon its initiative, may review all or any part of a preparation program for compliance with the provisions of this chapter. If deviations are found, the state board of education is authorized to rescind program approval until the college or university submits an acceptable compliance agreement which will bring the preparation program into compliance as soon as reasonably practicable but no later than the commencement of the succeeding academic year or six calendar months, whichever is later.

(3) If an acceptable compliance agreement is not developed and approved by the state board of education, the preparation program shall be placed on probationary status and the probationary status provision of WAC 180-78A-033 shall apply.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-030, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-033 Probationary status. Colleges and universities with approved preparation programs shall not lose official approval status until the state board of education has taken final action to disapprove the preparation program: *Provided*, That colleges or universities shall be permitted for the current and one additional academic year following receipt of the formal notice of disapproval to continue as an approved preparation program on probationary status for the purpose of completing the preparation program for those candidates for certification currently enrolled in the preparation program and who are scheduled to complete such preparation program within such academic years and for the purpose of regaining state board of education approval.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-033, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-037 Procedures for reestablishment of approval status for an educator preparation program. The procedures for the reestablishment of state board of education approval of a preparation program shall be the same as the procedure for initial approval as provided in WAC 180-78A-028 except that, if the preparation program continues to operate pursuant to the probationary status provision of WAC 180-78A-033, the state board of education may limit the content of the written plan required by WAC 180-78A-028(3) to program standards determined by the state board of education to be the cause of the college or university's probationary status.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-037, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-047 Annual reports by colleges and universities. Each college or university offering an approved preparation program shall submit annual reports covering the period from July 1 of the previous year to June 30 of the current year, containing the following:

(1) An executive summary of the activities of each professional education advisory board.

(2) Other material related to the preparation programs requested by the state board of education.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-047, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-057 Approval of preparation program offered by an out-of-state college or university within the state applicable to certification. No out-of-state college or university 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.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 98-01-032, § 180-78A-057, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-057, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-060 Preparation of superintendents. In accordance with RCW 28B.10.140, the only public institutions authorized to prepare superintendents shall be the University of Washington and Washington State University.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-060, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-063 Responsibilities of deans, directors, or other designated administrators. Each college or university operating an approved preparation program shall require the dean, director, or other designee of the administrative unit required by WAC 180-78A-155(2) to coordinate the following college or university 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 180-79A 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 fifteen quarter (ten semester) hours of course work at the respective college or university.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-063, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-065 Required professional education advisory board. Colleges and universities seeking approval by the state board of education as an approved preparation program and in order to maintain such approval status shall establish a professional education advisory board in accordance with the following:

- (1) The program areas for which a college or university may seek approval and maintain an approved preparation program are:
 - (a) Teacher.
 - (b) Administrator.

- (c) Educational staff associate, school counselor.
- (d) Educational staff associate, school psychologist.
- (e) Educational staff associate, school social worker.

(2) A college or university may combine educational staff associate professional education 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.

(3) A college or university may have separate administrator professional education 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: *Provided*, That each administrator PEAB shall include at least one member appointed by AWSP and one appointed by WASA.

(4) The failure of a designated organization, as specified in WAC 180-78A-075 to make appointments to the designated board, or to make such appointments in a timely manner, shall not cause the approved preparation program to lose its approval status.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-065, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-068 Joint professional education advisory board. Any two or more colleges and/or universities may agree to have the same professional education advisory board for their respective preparation program at such college or university.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-068, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-073 Qualification to be appointed to professional education advisory boards. Except as otherwise provided in WAC 180-78A-074, appointees to service on professional education advisory boards from required agencies, other than the designee(s) of the college or university president, at the time of their appointment must be employed in or reside in a school district with which the college or university has a current written agreement to provide field experiences for students involved in the preparation program for which the professional education advisory board has responsibility. The purpose of this section is to ensure that the interest of such districts are considered in the deliberative process of the respective professional education advisory board.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-073, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-074 Additional membership on professional education advisory boards. Once established in accordance with the membership requirements of this chapter, professional education 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 education advisory board consist of representatives who meet the qualifications of WAC 180-78A-073 and who are from the role for which the professional education advisory board has responsibility. If any professional education advisory board receives a written request from other school districts or other public or private agencies for representation on such

professional education advisory board, the current members of such professional education advisory board shall vote on such request at the next regular meeting of such board: *Provided*, That a college or university may elect to add private school representatives to a professional education advisory board without adding to the representation from the role for which the professional education advisory board has responsibility if the professional education advisory board authorizes such action by a majority vote.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-074, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-075 Professional education advisory boards—Membership. The professional education advisory boards shall at a minimum consist of the following:

(1) Teacher.

(a) One-half or more of the voting members shall be classroom teachers appointed by the president of the Washington Education Association: *Provided*, That a college or university that has placed more than fifty percent of its graduates of the teacher certification program within the previous three academic years in private schools may appoint up to one-half of the practitioners required by this subsection from nominations from faculties of private schools in which the college or university places student teachers or teachers.

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

(c) At least one school administrator appointed by the Washington Association of School Administrators.

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

(2) Administrator.

(a) At least one-fourth of the voting members shall be administrators appointed by the president of the Association of Washington School Principals, and at least one-fourth of the voting members shall be administrators appointed by the president of the Washington Association of School Administrators.

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

(c) At least one college or university representative who may serve in a voting or nonvoting role.

(3) School counselor.

(a) At least one-half of the voting members shall be 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 principal appointed by the Association of Washington School Principals.

(d) At least one administrator appointed by the Washington Association of School Administrators.

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

(4) School psychologist.

(a) At least one-half of the voting members shall be 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 principal appointed by the Association of Washington School Principals.

(d) At least one administrator appointed by the Washington Association of School Administrators.

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

(5) School social worker.

(a) At least one-half of the voting members shall be school social workers appointed by the president of the Washington Association of School Social Workers.

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

(c) At least one principal appointed by the Association of Washington School Principals.

(d) At least one administrator appointed by the Washington Association of School Administrators.

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

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-075, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-080 Substitute pay for members of professional education advisory boards. Service on professional education advisory boards by certificated employees is deemed by the state board of education as a committee formed for the purpose of furthering education within the state; and, 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: RCW 28A.305.130. 97-04-084, § 180-78A-080, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-135 Candidate admission policies. Admission requirements to residency preparation programs shall include, but not be limited to, evidence that the candidate is competent in the basic skills required for oral and written communication, reading, and computation, demonstrated by one of the following options:

(1) Successful completion of an examination in the basic skills required for oral and written communication, reading, and computation; or

(2) Completion of a baccalaureate degree program; or

(3) Completion of a graduate degree program; or

(4) Completion of two or more years of college level course work and demonstrated basic skills competency through college level work and a written essay; or

(5) A combined score of more than the state-wide median score for the prior school year scored by all persons taking the Scholastic Assessment Test I: Reasoning Test or the American College Test (ACT).

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-135, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-140 Program approval standards for approved preparation programs. The program approval standards for approved preparation programs for teachers, administrators, and educational staff associates are as follows:

(1) **Professional education advisory boards:** The college or university, in conformance with the provisions of

WAC 180-78A-145, has established and maintained a professional education advisory board to participate in and cooperate with the college or university on decisions related to the development, implementation, and revision of each preparation program—i.e., teacher, administrator, school counselor, school psychologist, and school social workers.

(2) **Accountability:** Each college or university, in conformance with the provision of WAC 180-78A-150, has established a performance-based preparation program.

(3) **Resources:** A separate college, school, department, or other administrative unit within the college or university, in conformance with the provision of WAC 180-78A-155, is responsible for providing the resources needed to develop and maintain quality preparation programs.

(4) **Program design:** Each college or university, in conformance with the provision of WAC 180-78A-160, is responsible for establishing a collaboratively developed approved preparation program that is based on a conceptual framework, current research and best practice that reflects the state's learning goals and essential academic learning requirements.

(5) **Knowledge and skills:** Each college or university, in conformance with the provision of WAC 180-78A-165, has established policies requiring all candidates for certification to demonstrate knowledge and skills required for the particular certificate and areas of endorsement.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-140, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-142 Acceptance of alternative standards. For a given program, the state board of education may allow the substitution of the Council for Accreditation of Counseling and Related Education Program's (CACREP) or the National Association of School Psychologist's (NASP) standards for program approval standards (WAC 180-78A-140 (2) through (5)) for school counselor and school psychologist program approval. The state board of education may allow the substitution of the National Council for Accreditation of Teacher Education (NCATE) teacher education standards for program approval with any additions deemed necessary by the state board of education.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-142, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-145 Approval standard—Professional education advisory board. Building on the mission to prepare educators who demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 180-78A-140(1):

(1) The professional education advisory board has been established in accordance with WAC 180-78A-075.

(2) The professional education advisory board has adopted operating procedures and has met at least four times a year.

(3) The professional education advisory board has reviewed all program approval standards at least once every five years.

(4) The professional education advisory board has reviewed annually follow-up studies and placement records.

(5) The professional education advisory board has made 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.

(6) The professional education advisory board has seen, reviewed and approved annually an executive summary of the activities of the professional education advisory board for the period from July 1 through June 30 of the reporting year. The college or university has submitted the approved executive summary to the state board of education.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-145, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-150 Approval standard—Accountability. Building on the mission to prepare educators who demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 180-78A-140(2). Each college and university shall:

(1) Submit for initial approval to the state board of education a performance-based program for the preparation of teachers, administrators, and educational staff associates.

(2) Conduct follow-up studies of graduates, maintain placement records for all graduates and prepare annual placement and follow-up summaries.

(3) Submit annually the following to the state board of education for each approved program:

(a) The number of students enrolled in certificate programs during fall of the previous year;

(b) The number of students completing approved programs during the period from July 1 of the previous year to June 30 of the reporting year;

(c) 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;

(d) 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;

(e) Demographic characteristics of faculty teaching in approved programs including ethnicity and gender; and

(f) A brief narrative description of changes that occurred in certificate programs during the reporting year.

(4) Submit its program for review when requested by the state board of education to ensure that the program meets the state's program approval standards and to provide assessment data relative to the performance standards to the state board of education for the year prior to the site visit.

Provided, Institutions seeking National Council for the Accreditation of Teacher Education, Council for Accreditation of Counseling and Related Education Programs, and National Association of School Psychologist accreditation may request from the state board of education approval for concurrent site visits which would utilize the same documentation with the exception of material submitted by the institution to the state for the professional education advisory boards and the accountability standards.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 98-01-032, § 180-78A-150, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-150, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-155 Approval standard—Resources. Building on the mission to prepare educators who demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the resources program approval standard of WAC 180-78A-140(3):

(1) A separate administrative unit supports the preparation program whose composition and organization are clearly described in writing.

(2) An officially designated administrator is responsible for the management of operations and resources for the preparation program.

(3) Administrators and faculty in the preparation program have appropriate qualifications (including masters' or doctoral degrees) and have experience for the roles to which they are assigned.

(4) The institution has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.

(5) Specific staff and/or faculty members in the unit are assigned the responsibility of advising applicants for certification and endorsements and for maintaining certification records.

(6) Financial resources are provided to support the preparation program.

(7) Facilities are provided to support the needs of the preparation program.

(8) Library, technology, and other informational resources must be sufficient in scope, breadth, and recency to support the preparation program.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-155, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-160 Approval standard—Program design. Building on the mission to prepare educators who demonstrate a positive impact on student learning, the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program design standard of WAC 180-78A-140(4):

(1) The curriculum is guided by a conceptual framework and is based on current research and best practice, is cohesive and integrated, is performance-based, and supports the state's student learning goals and for teacher preparation programs reflects the essential academic learning requirements.

(2) Candidates who demonstrate potential for acquiring the content and pedagogical knowledge and skills for success as educators in schools are recruited, admitted, and retained (see WAC 180-78A-135 Candidate admission policies). These candidates include members from underrepresented groups.

(3) Candidates attain/demonstrate academic competence in the educator role for which they are being prepared.

(4) A set of criteria/performances for program completion are established and published.

(5) Field experiences are integrated throughout the preparation program and include experience with diverse populations in a variety of settings.

(6) Candidates complete an internship in which they demonstrate the required knowledge and skills: *Provided*, That candidates for an administrator certificate shall complete an internship pursuant to WAC 180-78A-265, candidates for a school psychologist certificate shall complete an internship pursuant to WAC 180-78A-263, and candidates for a school counselor certificate shall complete an internship pursuant to WAC 180-78A-260.

(7) Programs reflect ongoing collaboration with P-12 schools.

(8) Candidates for a teacher certificate shall hold/obtain a baccalaureate degree from a regionally accredited college or university in any of the subject areas of the endorsement listed in WAC 180-79A-302. Such degrees shall require the completion of at least forty-five quarter hours (thirty semester hours) of course work in the subject area: *Provided*, That a candidate who holds a baccalaureate degree in another academic field will not be required to obtain a second baccalaureate degree if the candidate provides evidence to the superintendent of public instruction that he or she has completed the required forty-five quarter or thirty semester hours of course work in one of the subject areas of the endorsements listed in WAC 180-79A-302.

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 98-01-028, § 180-78A-160, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-160, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-165 Approval standard—Knowledge and skills. Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 180-78A-140(5):

(1) **Teacher** candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) The state goals and essential academic learning requirements.

(b) The subject matter content for the area(s) they teach, including the essential areas of study for each endorsement area for which the candidate is applying (chapter 180-79A WAC).

(c) The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.

(d) The impact of technological and societal changes on schools.

(e) Theories of human development and learning.

(f) Inquiry and research.

(g) School law and educational policy.

(h) Professional ethics.

(i) The responsibilities, structure, and activities of the profession.

(j) Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.

(k) Different student approaches to learning for creating instructional opportunities adapted to learners from diverse

cultural backgrounds and with exceptionalities.

(l) Instructional strategies for developing critical thinking problem solving, and performance skills.

(m) Classroom management and discipline, including:

(i) Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.

(ii) Effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.

(n) Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals.

(o) Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.

(p) Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being.

(q) Effective interactions with parents to support students' learning and well-being.

(r) The opportunity for candidates to reflect on their teaching and its effects on student growth and learning.

(s) Educational technology including the use of computer and other technologies in instruction, assessment and professional productivity.

(t) Issues related to abuse including the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse, and methods for teaching students about abuse of all types and their prevention.

(u) Strategies for effective participation in group decision making.

(v) The standards, criteria and other requirements for obtaining the professional certificate.

(2) Effective August 31, 1997, **principal and program administrator** candidates will complete a well-planned sequence of courses and/or experiences in an approved preparation program which shall include:

(a) Specific performance domains. An approved preparation program shall require the candidate to demonstrate in course work and the internship the following:

(i) Leadership: Formulating goals with individuals or groups; initiating and maintaining direction with groups and guiding them to the accomplishment of tasks; setting priorities for one's school in the context of community and district priorities and student and staff needs; integrating own and others' ideas for task accomplishment; initiating and planning organizational change.

(ii) Information collection: Gathering data, facts, and impressions from a variety of sources about students, parents, staff members, administrators; and community members; seeking knowledge about policies, rules, laws, precedents, or practices; managing the data flow; classifying and organizing information for use in decision making and monitoring.

(iii) Problem analysis: Identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes;

identifying additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues.

(iv) Judgment: Reaching logical conclusions and making high quality, timely decisions given the best available information.

(v) Organizational oversight: Planning and scheduling one's own and others' work so that resources are used appropriately, and short-term and long-term priorities and goals are met; monitoring projects to meet deadlines.

(vi) Implementation: Making things happen; putting programs and plans into action; applying management technologies; applying methods of organizational change including collaborative processes; facilitating tasks; establishing progress checkpoints; considering alternative approaches; providing "mid-course" corrections when actual outcomes start to diverge from intended outcomes; adapting to new conditions.

(vii) Delegation: Assigning projects or tasks together with clear authority to accomplish them and responsibility for their timely and acceptable completion.

(viii) Instructional program: Envisioning and enabling instructional and auxiliary programs for the improvement of teaching and learning; recognizing the developmental needs of students; insuring appropriate instructional methods; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.

(ix) Curriculum design: Interpreting school district curricula; planning and implementing with staff a framework for instruction; initiating needs analyses and monitoring social and technological developments as they affect curriculum; responding to international content levels; adjusting content as needs and conditions change.

(x) Student guidance and development: Providing for student guidance, counseling, and auxiliary services; utilizing community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities.

(xi) Staff development: Identifying with participants the professional needs of individuals and groups; planning and organizing programs to improve staff effectiveness; supervising individuals and groups; engaging staff and others to plan and participate in recruitment and development; initiating self-development.

(xii) Measurement and evaluation: Determining what diagnostic information is needed about students, staff, and the school environment; examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; developing equivalent measures of competence.

(xiii) Resource allocation: Planning and developing the budget with appropriate staff; seeking, allocating, and adjusting fiscal, human, and material resources; utilizing the physical plant; monitoring resource use and reporting results.

(xiv) Motivating others: Building commitment to a course of action; creating and channeling the energy of self and others; planning and encouraging participation; supporting innovation; recognizing and rewarding effective performance; providing coaching, guidance, or correction for performance that needs improvement; serving as a role model.

(xv) Sensitivity: Perceiving the needs and concerns of others; dealing with others tactfully; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural sensitivities.

(xvi) Oral expression: Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing, and summarizing for groups; utilizing appropriate communicative aids; adapting for audiences.

(xvii) Written expression: Expressing ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents; preparing brief memoranda.

(xviii) Philosophical and cultural values: Acting with a reasoned understanding of the role of education in a democratic society and in accord with accepted ethical standards; recognizing philosophical and historical influences in education; reflecting an understanding of American culture, including current social and economic issues related to education; recognizing global influences on students and society.

(xix) Legal and regulatory applications: Acting in accordance with relevant federal and Washington state laws, rules, and policies; recognizing governmental influences on education; working within local rules, procedures, and directives; administering contracts.

(xx) Policy and political influences: Identifying relationships between public policy and education; recognizing policy issues; examining and affecting policies individually and through professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues.

(xxi) Public and media relationships: Developing common perceptions about school issues; interacting with parental and community opinion leaders; understanding and responding skillfully to the electronic and printed news media; initiating and reporting news through appropriate channels; enlisting public participation; recognizing and providing for market segments.

(b) Performance assessment. An approved preparation program for principals shall require that prior to the internship each candidate shall engage in a performance assessment through a process determined by each preparation program. The results of this assessment shall be utilized by the college/university supervisor, the cooperating principal, and the principal candidate to cooperatively design the internship plan.

(3) **Superintendent** candidates will complete a well-planned sequence of courses and/or experiences in an approved preparation program for superintendents which shall include specific performance domains for superintendents. An approved preparation program for superintendents shall require the candidate to demonstrate in course work and the internship the following:

(a) Strategic leadership: The knowledge, skills and

attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities. This includes:

- (i) Professional and ethical leadership.
- (ii) Information management and evaluation.

(b) **Instructional leadership:** The knowledge, skills and attributes to design with others appropriate curricula and instructional programs, to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction. This includes:

- (i) Curriculum, instruction, supervision, and learning environment.
- (ii) Professional development and human resources.
- (iii) Student personnel services.

(c) **Organizational leadership:** The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures. This includes:

- (i) Organizational management.
- (ii) Interpersonal relationships.
- (iii) Financial management and resource allocation.
- (iv) Technology and information system.

(d) **Political and community leadership:** The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs. This includes:

- (i) Community and media relations.
- (ii) Federal and Washington state educational law, public policy and political systems.

(4) **School counselor** candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) **Human growth and development** (studies that provide an understanding of the nature and needs of individuals at all developmental levels).

(b) **Social and cultural foundations** (studies that provide an understanding of issues and trends in a multicultural and diverse society).

(c) **Helping relationships** (studies that provide an understanding of counseling and consultation processes).

(d) **Group work** (studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches).

(e) **Career and lifestyle development** (studies that provide an understanding of career development and related life factors).

(f) **Appraisal** (studies that provide an understanding of individual and group approaches to assessment and evaluation).

(g) **Research and program evaluation** (studies that

provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research).

(h) **Professional orientation** (studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing).

(i) **Foundations of school counseling** including:

(i) History, philosophy, and trends in school counseling;

(ii) **Role and function of the school counselor** in conjunction with the roles of the professional and support personnel in the school;

(iii) **Knowledge of the school setting and curriculum;**

(iv) **Ethical standards and guidelines of the American School Counselor Association (ASCA);**

(v) **State and federal policies, laws, and legislation relevant to school counseling; and**

(vi) **Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling.**

(j) **Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community including:**

(i) **Referral of children and adolescents for specialized help;**

(ii) **Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives;**

(iii) **Methods of integration of guidance curriculum in the total school curriculum;**

(iv) **Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; and**

(v) **Methods of planning and presenting guidance-related educational programs for school personnel and parents.**

(k) **Theory, knowledge and skills for the practice of school counseling including:**

(i) **Program development, implementation and evaluation.** Studies in this area include:

(A) **Use of surveys, interviews, and needs assessments;**

(B) **Design, implementation and evaluation of a comprehensive, developmental school program;**

(C) **Implementation and evaluation of specific strategies designed to meet program goals and objectives;**

(D) **Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program; and**

(E) **Use of appropriate technology and information systems.**

(ii) **Counseling and guidance.** Studies in this area include:

(A) **Individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents;**

(B) **Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks;**

(C) **Approaches to peer helper programs;**

(D) **Issues which may affect the development and function of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, exceptionality, substance abuse, violence, suicide, dropout);**

(E) Developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, vocational, and career options);

(F) Crisis intervention and referral; and

(G) System dynamics, including family, school, community, etc.

(iii) Consultation. Studies in this area shall include:

(A) Methods of enhancing teamwork within the school community; and

(B) Methods of involving parents, teachers, administrators, support staff and community agency personnel.

(5) **School psychologist** candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Knowledge of the field. The candidate has knowledge and skill in relevant fields of study, including:

(i) Learning theory.

(ii) Personality theory and development.

(iii) Individual and group testing and assessment.

(iv) Individual and group counseling and interviewing theory and techniques.

(v) Basic statistics.

(vi) Child development.

(vii) Exceptional children.

(viii) Social and cultural factors.

(ix) Deviant personality.

(x) Curriculum.

(xi) Research design.

(xii) Physiological and biological factors.

(b) Assessment and diagnosis. The candidate has knowledge and skill necessary to select, administer, score, and interpret instruments and techniques in the following areas:

(i) Intellectual and cognitive assessment.

(ii) Individual and group academic skills.

(iii) Personality assessment.

(iv) Assessment of perceptual skills.

(v) Assessment of adaptive behavior; assessment of language skills.

(c) Behavioral observation and analysis. The candidate has knowledge and skill in behavior observation, including:

(i) Data taking.

(ii) Frequency measures.

(iii) Qualitative and quantitative analysis of classroom behavior.

(iv) Developmental and personality analysis, including perceptual, cognitive, social, and affective and language development in children.

(d) Counseling and interviewing. The candidate has the knowledge and skill necessary to:

(i) Provide individual and group counseling to students and parents.

(ii) Conduct interviews essential to information collecting from parents, teachers, and other professionals.

(e) Program development. The candidate has the knowledge and skill to make educational prescriptions, including specification of remedial environmental changes, both curricular and behavioral, for a particular student.

(f) Consultation. The candidate has the knowledge and skill to:

(i) Function on multidisciplinary teams in evaluating and placing students.

(ii) Confer with and make recommendations to parents, specialists, teachers, referral personnel, and others relative to student's characteristics and needs in the educational and home environments.

(g) Program evaluation and recordkeeping. The candidate has the knowledge and skill necessary to develop and implement program evaluation and maintain required records.

(h) Professionalism. The candidate has knowledge of professional standards regarding ethical and legal practices relevant to the practice of school psychology. The candidate demonstrates knowledge and skill in written and oral reporting of assessment and remedial recommendations which will meet ethical and legal standards.

(i) Research. The candidate has knowledge and skill to:

(i) Evaluate and perform research.

(ii) Apply school-oriented research.

(iii) Construct criterion-referenced instruments with reference to such educational decisions as:

(A) Retention in grade.

(B) Acceleration and early entrance.

(C) Early entrance.

(6) **School social worker** candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Knowledge for social work practice. The candidate has knowledge and skills in relevant fields of study including:

(i) Values.

(A) Knowledge of profession including values, skills, and ethics; and

(B) National Association of Social Workers (NASW) Code of Ethics and school social work guidelines for practice.

(ii) Human behavior and the social environment.

(A) Community theory and community change (e.g., community organization and development, social planning, networking, and case management);

(B) Systems and organizational theory (e.g., school as a bureaucracy);

(C) Social disorganization (e.g., poverty, family and community violence, unemployment, addictions, multiple losses), and context of family in a changing society;

(D) Family dynamics and theories of family therapy;

(E) Human/child growth and development;

(F) Diverse populations of: Race, culture, social class, life style, age, gender and the disabled;

(G) Theories of personality; and

(H) Use of computer technology for social work practice.

(b) Service delivery and program development. The candidate will have knowledge and skills in the following activities:

(i) Direct practice.

(A) Referring, developing, and coordinating resources and services in the local education agency and community;

(B) Knowledge and skills related to families;

(C) Case management;

(D) Working with vulnerable and "hard to reach" individuals and families, including those from diverse populations;

(E) Crisis intervention, conflict resolution, stress management and decision-making skills;

(F) Individual and group counseling to improve students' self-knowledge and interactional skills for personal empowerment;

(G) Interviewing and counseling students in relation to social-personal problems adjudged to be impairing student's ability to learn;

(H) Family interventions including parent education; referral to resources; family counseling;

(I) Teaching children communication and interpersonal relationship skills through individual/group/classroom interventions;

(J) Collaborating and consulting with parents and community to assure readiness to learn for all students;

(K) Multidimensional assessment of student's social-emotional adjustment, adaptive behaviors, individual strengths, and environmental assets;

(L) Intervention case planning processes; and

(M) Career and academic guidance to students in their school to work transitions.

(ii) Indirect practice.

(A) Liaison and facilitator between and among home, school and community;

(B) Collaborate and consult with other educational staff to assure student progress;

(C) Use computer technology for practice and efficiency;

(D) Develop strategies for increased parental and community involvement with the school;

(E) Develop programs of remediation for students and their families;

(F) Design, coordinate and facilitate programs such as suicide prevention, truancy and drop-out prevention, and prevention of teenage pregnancy;

(G) Provide staff development programs;

(H) Work collaboratively with educational staff to develop programs to address school-community identified needs; and

(I) Function as change agents.

(c) Research and evaluation. The candidate will have necessary skills and knowledge to:

(i) Collect and interpret data in order to evaluate student, school, and community needs;

(ii) Evaluate own practice;

(iii) Become consumer of research findings;

(iv) Understand use of program evaluation methods; and

(v) Utilize computer technology for research and evaluation.

(d) Context for educational system. The candidate will have necessary knowledge and skills to apply the following practice:

(i) Theories of learning;

(ii) School law and professional ethics;

(iii) Computer technology in the workplace; and

(iv) Understanding of policies, laws, and procedures.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-165, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-195 Course work/internship waiver. The college or university may waive required course work and/or waive or reduce in length the required internship for

any candidate, based on an individual review if the college or university determines 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: RCW 28A.305.130. 97-04-084, § 180-78A-195, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-197 Special consideration for certain former para-educators. An approved teacher preparation program may determine that a candidate who has work experience as a noncertificated para-educator may substitute his or her work experience for some teacher preparation program requirements if the candidate presents evidence that he or she has served as a para-educator within the previous seven years and that at least fifty percent of the candidate's work as a para-educator was involved in instructional activities with children under the supervision of a certificated teacher and that the candidate worked a minimum of six hundred thirty hours in any one school year.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-197, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-201 Program approval—Teachers, collaboration with K-12 schools. An approved preparation program annually shall develop and implement a plan to enhance the level of collaboration and interaction between the program's faculty and K-12 schools in the state. The plan shall require, to the maximum extent feasible, that each member of the full-time teacher preparation faculty annually provide instruction to students in the K-12 classroom in a public or approved private school setting in the state of Washington, during the regular school year. The instruction that will be provided must be in accordance with RCW 28A.405.010 and applicable state board of education rules.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-201, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-260 Program approval requirement—Field experience for school counselors. Approved school counselor preparation programs shall require all students to complete a supervised internship in the schools that includes a minimum of four hundred hours of on the job professional service and one hour per week of individual supervision provided by the site supervisor. Site supervisors must be fully certificated school personnel and have a minimum of three years of professional experience in the role of school counselor. Faculty supervision including on-site visits will be provided on an ongoing basis. Prior to the internship, the student will complete a faculty supervised practicum (a distinctly defined clinical experience intended to enable the student to develop basic counseling skills and integrate professional knowledge).

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-260, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-263 Program approval requirement—Field experience for school psychologists. Approved school psychology preparation programs shall require all students to complete a supervised internship in the

schools that include a minimum of twelve hundred hours of on-the-job professional service and one hour per week of individual supervision provided by the site supervisor. Site supervisors must be fully certificated school personnel and have a minimum of three years of professional experience in the role of school psychologist. Faculty supervision including on-site visits will be provided on an ongoing basis. Prior to the internship, the student will complete a faculty supervised practicum (a distinctly defined clinical experience intended to enable the student to develop basic school psychology skills and integrate professional knowledge).

[Statutory Authority: RCW 28A.410.010 and 28A.305.130. 98-01-028, § 180-78A-263, filed 12/8/97, effective 1/8/98.]

WAC 180-78A-265 Program approval requirement—Field experience for all administrators. An approved preparation program for administrators and, prior to August 31, 1998, for principals, shall require an internship of at least three hundred sixty hours: *Provided*, That an approved preparation program for principals shall require for those persons entering the program August 31, 1998, and after, an internship which requires practice as an intern during a full school year. A "full school year" shall mean seven hundred twenty hours of which at least one-half shall be during school hours, when students and/or staff are present and include the principal performance domains as stated in WAC 180-78A-165: *Provided further*, That for a candidate seeking the P-12 principal certificate, the internship shall include P-12 administrative experience. The internship shall take place in an education setting serving under the general supervision of a certificated practitioner who is performing in the role for which the endorsement is sought. Components of the required internship shall include demonstration by the candidate that he or she has the appropriate, specific skills pursuant to WAC 180-78A-165.

[Statutory Authority: RCW 28A.305.130. 98-01-023, § 180-78A-265, filed 12/8/97, effective 1/8/98; 97-04-084, § 180-78A-265, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-266 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 state board of education, pursuant to WAC 180-78A-028.

(b) Completion of all administrator field experience, knowledge and skill certification requirements, pursuant to chapters 180-78A and 180-79A 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) Principal and program administrator interns shall

demonstrate competency in the performance domains identified as needing development by the mentor administrator, college/university supervisor, and the intern, pursuant to WAC 180-78A-165(2). 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 180-78A-165(3).

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

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

(2) Participating colleges/universities, and school districts may establish additional internship standards and shall report such standards to the state board of education.

(3) Each college/university shall submit a summary report of the internships to the state board of education.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-266, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-300 Professional certificate program approval. All professional certificate programs for teachers shall be approved pursuant to the requirements in WAC 180-78A-320 through 180-78A-365.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-300, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-301 Overview—Professional certificate program. Teachers who complete approved programs after August 31, 2000, shall be issued residency certificates that shall be valid for five years. To obtain a professional certificate, the residency teacher will need to have completed provisional status with a school district under RCW 28A.405.220 or the equivalent with an approved private school and will need to have completed a state board of education approved professional certificate program collaboratively developed by a college/university and the professional educational advisory board (PEAB).

The professional certificate requires successful demonstration of three standards (effective teaching, professional development, and leadership) and 18 criteria, pursuant to WAC 180-78A-365, related to these standards. Wherever appropriate, the residency teacher will need to provide evidence that his/her teaching has had a positive impact on student learning.

During the implementation phase of the program, the employing approved private school or school district (or an educational service district, if the employing approved private school or school district so delegates) and an individual selected by the candidate from one of the other authorized agencies (i.e., local school district professional association, state-wide professional association, specialty area professional association, or educational service district) shall collaborate along with the college or university and the candidate in the development of an individualized professional growth plan.

The individualized professional growth plan will be based on an analysis of the student/learning context in that

teacher's assignment and a preassessment of that teacher's ability to demonstrate the standards and criteria.

The individualized professional growth plan shall include instruction and assistance components for each residency teacher. The instruction and assistance components will be designed to give the residency teacher the necessary knowledge and skills needed to demonstrate successfully the standards and criteria.

The final component of the program will be an assessment seminar in which the residency teacher's ability to demonstrate the standards and criteria will be evaluated. These assessments shall include multiple forms of data collected over time, including evidence of positive impact on student learning, where appropriate.

As part of the program development, the college/university and the PEAB shall establish criteria and procedures for determining when the residency teacher has successfully completed the program. When the approved program has verified to the superintendent of public instruction that the candidate has completed the approved program, the state will issue the residency teacher a professional certificate.

Between 1997 and 2000, the state board of education shall approve a number of field tests of the professional certificate programs pursuant to WAC 180-78A-302 through 180-78A-306.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-301, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-302 Field tests—Professional certificate approved programs. WAC 180-78A-300 through 180-78A-399 contain the rules and regulations for establishing a state board of education professional certificate approved program. These rules and regulations will become mandatory for teachers with residency certificates issued after August 31, 2000. The state board of education, or its designee, will establish procedures for approving a number of field tests which may lead to revisions in these rules and regulations prior to August 31, 2000.

The purpose of the field tests is to determine the system-wide feasibility of the proposed performance-based professional certification program, including the validity of the standards and criteria in WAC 180-78A-365.

The superintendent of public instruction will make relevant materials available and provide technical assistance to agencies and/or individuals participating in the field tests.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-302, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-303 Field tests—Selection of participating programs. Selection of programs by the state board of education or its designated agency to participate in the field tests will be based on the following:

(1) Eligibility criteria:

(a) Each college or university with an approved teacher preparation program is eligible to apply to conduct a field test of the professional teacher certification program.

(b) The field tests will require participating agencies and individuals to implement all of the components of the approved program as described in WAC 180-78A-320, 180-78A-340, 180-78A-345, 180-78A-350, 180-78A-355, 180-

78A-360, and 180-78A-365, including the collection of data relevant to the issues to be addressed in WAC 180-78A-306.

(2) Applications for a limited number of field tests at public and private colleges and universities (for example, six) shall be approved according to the following selection criteria:

(a) The extent to which a specific application enhances the geographic diversity of the complete field test: Including, but not limited to, the identification of the public or private colleges and universities and identification of the specific school districts that will participate (e.g., suburban, rural and remote school districts, and private schools).

(b) The detailed workplan in the application with timelines for sufficient planning, implementation, and evaluation including, but not limited to, the following:

(i) Identification of two or more school districts that will participate in the field test.

(ii) Estimated number of candidates that will be involved in the field test.

(iii) Identification of professional certificate program administrator of the field test and/or a description of the qualifications of the person to serve in the role.

(iv) Experience and/or expertise in:

(A) Implementation of alternative delivery systems in rural and remote areas.

(B) Performance-based teacher assessment.

(C) Collaborative development of teacher education programs.

(c) The process described in the application for evaluating the field test, including a review of how such a program could be implemented collaboratively and in a cost-effective manner throughout the state.

(3) Timelines:

(a) On or before March 15, 1997, the state board of education will issue requests for proposals for field testing the professional certificate program.

(b) Proposals will be due by May 15, 1997.

(c) The state board of education or designated agency will approve field test proposals on or before June 15, 1997.

(d) Field test programs shall begin in accordance with the timeline submitted in the application.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-303, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-304 Field tests—Alternative models.

The state board of education, or its designated agency, may waive one or more of the requirements in WAC 180-78A-301 through 180-78A-365, if compelling evidence is presented.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-304, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-305 Field tests—Participating teachers. Teachers who participate in the field test shall be issued professional certificates if the collaborating agencies verify that they have successfully completed the state board of education approved field test. Teachers who participate in the field test, who do not meet the requirements for the professional certificate, will be allowed to meet the requirements for the continuing certificate. In addition, participa-

tion in the field tests shall qualify teachers for one renewal, if needed, of their initial certificate.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-305, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-306 Field tests—Evaluation criteria.

Programs approved for the field tests shall collect data related to all of the following criteria during and at the conclusion of the field test. Participating agencies shall provide interim reports at least annually and a final report, including recommendations for changes to the *Washington Administrative Code*, to the state board of education on the following criteria:

Demographics:

(1) Can the professional certificate program be implemented in a fair and equitable manner for:

(a) Teachers in any community: Rural and urban, near a college or university, or distant from a college or university,

(b) All teachers, e.g., public and private, elementary, secondary, special education and vocational teachers?

Standards:

(2) Are the three standards and the 18 criteria:

(a) The most appropriate and relevant standards and/or criteria?

(b) In need of revision (including additions or eliminations)?

(c) Supportive of the state goals and/or essential academic learning requirements?

Assessment:

(3) What should the role of each of the agencies involved in the implementation of the program be in regard to assessment?

(4) Are the assessments of the standards and criteria valid?

(5) What assessment procedures and benchmarks determine that a candidate has successfully demonstrated the standards and criteria in WAC 180-78A-365?

(6) For which of the standards and criteria can evidence of positive impact on student learning be obtained?

(7) What forms of evidence of impact on student learning should be required?

(8) How have collaborating agencies implemented the requirement that candidates provide "multiple forms of evidence, over time"?

(9) Is an "assessment seminar" the best means to assess the candidate's demonstration of the standards and criteria?

Could or should some/all of the standards and criteria be demonstrated through courses/activities in the instruction or assistance components of the individualized professional growth plan?

Implementation:

(10) What are the logistical challenges and time requirements associated with developing and implementing professional certificate programs for candidates and collaborating agencies and individuals?

(11) What are the direct and indirect costs associated with implementing professional certificate programs, especially to the candidate and how were the collaborating agencies and individuals compensated for their involvement?

(a) Can professional certificate programs be implemented primarily on candidate fees/tuition basis?

(b) Did the professional certificate programs utilize other financial resources?

(12) Which aspects of the professional certificate program should require traditional college course work, and which aspects of the program should provide alternatives to this course work?

Professional growth plans:

(13) How were the candidates' student/learning contexts and preassessments used to develop the individualized professional growth plan?

(14) How were the individualized professional growth plan and the instruction and assistance components organized and delivered?

(15) How were the individualized professional growth plan and the instruction and assistance components aligned with the state's goals and essential academic learning requirements?

Other:

(16) What other relevant information needs to be reported to the state board of education as a result of the field tests?

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-306, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-320 Responsibilities of the professional certificate administrator. Each approved professional certificate program shall identify a professional certificate administrator who shall have the primary responsibility for the overall administration of the program. The person serving as the professional certificate administrator may be an employee, or a joint employee, representing any of the collaborating agencies participating in the program.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-320, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-340 Program approval standards for professional certificate approved programs. The program approval standards for approved programs for teachers are as follows:

(1) **Professional education advisory boards.** The professional certificate program, in conformance with the provisions of WAC 180-78A-145 and 180-78A-345, has established and maintained a professional education advisory board to participate in decisions related to the development, implementation, and revision of the professional certificate program for teachers.

(2) **Accountability.** Each professional certificate program, in conformance with the provision of WAC 180-78A-350, has established a performance-based program.

(3) **Resources.** The professional certificate program, in conformance with the provision of WAC 180-78A-355, is responsible for providing the resources needed to develop and maintain quality professional programs.

(4) **Program design.** Each professional certificate program, in conformance with the provision of WAC 180-78A-360, is responsible for establishing a collaboratively developed, individualized, approved professional certificate program.

(5) **Knowledge and skills.** Each professional certificate program, in conformance with the provision of WAC 180-78A-365, has established policies requiring all candidates for certification to demonstrate the standards and respective criteria for obtaining the professional certificate.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-340, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-345 Approval standard—Professional education advisory board. The following evidence shall be evaluated to determine whether each professional certificate program is in compliance with the program approval standards of WAC 180-78A-340(1).

(1) The professional education advisory board established for the preservice program in accordance with WAC 180-78A-075 shall also serve as the professional advisory board for the professional certificate program.

(2) The professional education advisory board has participated in the development of the professional certificate program and has recommended approval of the proposed program prior to its submission to the state board of education for approval.

(3) The professional education advisory board has reviewed the annual summary on the status of all candidates in the program required by WAC 180-78A-350(7).

(4) The professional education advisory board has made recommendation(s), as appropriate, for program changes to the professional certificate administrator who shall implement the recommendation(s) within twelve months, or provide a rationale for why the recommendation(s) was not implemented.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-345, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-350 Approval standard—Accountability. The following evidence shall be evaluated to determine whether each professional certificate program is in compliance with the program approval standards of WAC 180-78A-140(2). Each college and university shall:

(1) Submit for initial approval to the state board of education a performance-based professional certificate program for teachers.

(2) Provide documentation that the respective professional education advisory board has participated in the development of and has approved the proposal.

(3) Identify the professional certificate administrator who shall be responsible for the administration of the professional certificate program.

(4) Describe the major responsibilities of each of the collaborating agencies. Identify the staff from one or more of the collaborating agencies who will be assigned the responsibility for reviewing applications for the professional certificate program; advising candidates once accepted; developing and implementing the individualized professional growth plan, the instruction and assistance components, and the assessment seminar; maintaining current records on the status of all candidates accepted into the professional certificate program; and for serving as the liaison with the superintendent of public instruction certification office in order to facilitate the issuance of the professional certificates when candidates have met the required standards.

(5) Establish the admission criteria that candidates for the professional certificate will need to meet in order to be accepted into the collaboratively developed professional certificate program.

(6) Describe the procedures that the approved program will use to determine that a candidate has successfully demonstrated the standards and criteria for obtaining the professional certificate.

(7) Prepare an annual summary on the status of all candidates in the program and submit the summary to the professional education advisory board.

(8) Submit any additional information to the professional education advisory board that it requests.

(9) Facilitate an on-site review of the program when requested by the state board of education to ensure that the program meets the state's program approval standards and to provide assessment data relative to the performance standards to the state board of education.

Provided, That the on-site reviews shall be scheduled on a five-year cycle unless the state board of education approves a variation in the schedule.

Provided further, That institutions seeking National Council for the Accreditation of Teacher Education accreditation may request from the state board of education approval for concurrent site visits which would utilize the same documentation whenever possible.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-350, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-355 Approval standard—Resources. The following evidence shall be evaluated to determine whether each professional certificate program is in compliance with the resources program approval standard of WAC 180-78A-340(3):

(1) Administrators, faculty, and teachers implementing the professional certificate program have appropriate qualifications (either academic, experience, or both for the roles to which they are assigned). Such responsibilities shall be shared, as appropriate, between and among the collaborating agencies.

(2) One of the collaborating agencies is assigned the responsibility for maintaining fiscal records in order to monitor and report on the costs of implementing the program both to the collaborating agencies as well as to the candidates whose fees and tuition costs should be the primary source of fiscal support for the program.

(3) Instructional, technological, and other needed resources must be sufficient in scope, breadth, and recency to support the professional certificate program.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-355, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-360 Approval standard—Program design. The following requirements shall govern the design of the professional certificate program:

(1) To be eligible to apply for admission to a professional certificate program, a candidate shall be contracted as a teacher in a public or a state board of education approved private school and shall have completed provisional status with a school district under RCW 28A.405.220 or the equivalent with an approved private school.

(2) The professional certificate program must be available to all candidates who are admitted to the program in Washington in a timely, fair, equitable, and fiscally responsible manner.

(3) The professional certificate program shall be collaboratively developed by an existing professional education advisory board with representation from its collaborating agencies. Additional agencies may participate in the development of the program if the professional education advisory board so chooses.

(4) Each program shall consist of:

(a) An individualized professional growth plan designed to provide the candidate with the knowledge and skills needed to demonstrate successfully the standards and criteria required to obtain the professional certificate.

(b) An assessment seminar designed to provide a variety of assessment opportunities for the candidate to demonstrate successfully each of the criteria related to the standards, pursuant to WAC 180-78A-365 and which may include college or university credit hours.

(5) The individualized professional growth plan shall be based on:

(a) An analysis of the instructional context for determining the appropriate strategies by which the teacher will be able to have a positive impact on student learning. In developing the analysis, consideration should be given, but not limited to, the following data collected in collaboration with the school district or building:

(i) The resources available at the approved private school or school district to support the instruction, including: Textbooks, technological resources, the assignment of teacher assistants, and administrator and/or peer teacher support;

(ii) The teaching assignments(s);

(iii) The age(s) and maturity of the students;

(iv) The number of special needs students in any specific class; and

(v) Other.

(b) A preassessment of the candidate's ability to demonstrate successfully the professional certificate standards and criteria.

(6) A representative of the college/university, a representative of the candidate's employing approved private school or school district (or an educational service district, if the employing approved private school or school district so delegates), and a representative, selected by the candidate, from one of the other authorized agencies (i.e., local school district professional association, state-wide professional association, specialty area professional association or educational service district) as well as the candidate, shall participate in the development and approval of the professional growth plan.

(7) The individualized professional growth plan shall include assistance and instructional components and shall specify any required course work which may include college and university credit hours.

(8) The assessment seminar shall include performance-based assessments which shall include:

(a) K-12 student achievement data, whenever appropriate, related to one or more of the essential academic learning requirements now being developed by the commission on student learning.

(b) Evidence of a positive impact on student learning as defined in WAC 180-78A-010(8) for the standard of effective teaching. In determining positive impact on student learning, the candidate, in consultation with one or more of the collaborating agencies, shall determine, prior to instruction, the level of appropriate achievement of the K-12 student based on the analysis of the instructional context described in WAC 180-78A-360 (5)(a). The positive impact on student learning will then be determined on the basis of the extent to which the level of achievement was met. Candidates may need to repeat these assessments a number of times, utilizing alternative instructional strategies in order to demonstrate consistently a positive impact on student learning.

(c) A focus on the achievement of all, or a limited number of, students in a class. Teachers will not be required to provide assessment data for all their students for the full range of potential content and learning objectives.

(d) Multiple forms of evidence presented over time which may include, but are not limited to, the following: Classroom-based evidence of student learning; portfolios; statements from parents, peer teachers, and/or administrators; and student scores on standardized achievement tests.

(9) No limits shall be placed on the number of times a candidate with a valid residency certificate may participate in the assessment component and on the forms of relevant evidence that the candidate may submit.

(10) Candidates who do not successfully complete the assessment component shall receive an individualized analysis of strengths and weaknesses and a plan for appropriate assistance and instruction.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-360, filed 2/5/97, effective 3/8/97.]

WAC 180-78A-365 Approval standard—Knowledge and skills. The following standards and criteria must be demonstrated successfully by the candidate in order to obtain a professional certificate:

(1) A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:

(a) Using effective teaching practices;

(b) Using assessment to monitor and improve instruction;

(c) Establishing and maintaining a positive, student-focused, learning environment;

(d) Designing and/or adapting challenging curriculum that is developmentally appropriate;

(e) Demonstrating cultural sensitivity in teaching and in relationships with students, parents, and community members;

(f) Using information on student achievement and performance to advise and involve students and families;

(g) Integrating technology into instruction and assessment; and

(h) Informing, involving, and collaborating with parents and families to support student success.

(2) A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

(a) Evaluating the effects of his/her teaching through

feedback and reflection;

(b) Establishing goals for professional improvement;

(c) Designing and implementing personal professional growth programs; and

(d) Remaining current in subject area(s), theories, practice, and research.

(3) A successful candidate for the professional certificate shall demonstrate leadership that contributes to the improvement of the school, community, and the profession by:

(a) Participating in activities within the school community to improve curriculum and instructional practices;

(b) Participating in professional and/or community organizations;

(c) Advocating for curriculum, instruction, and learning environments which meet the diverse needs of students;

(d) Demonstrating communication skills and/or strategies that facilitates group decision making;

(e) Participating collaboratively in school improvement activities; and

(f) Incorporating democratic principles into his/her practice.

[Statutory Authority: RCW 28A.305.130. 97-04-084, § 180-78A-365, filed 2/5/97, effective 3/8/97.]

Chapter 180-79 WAC

**PROFESSIONAL CERTIFICATION—
PREPARATION REQUIREMENTS**

WAC

180-79-003 through 180-79-398 Repealed or decoded.

**DISPOSITION OF SECTIONS FORMERLY
CODIFIED IN THIS CHAPTER**

180-79-003 Authority. [Statutory Authority: 1990 c 33. 91-04-016, § 180-79-003, filed 1/28/91, effective 2/28/91. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-003, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-005 Purpose. [Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-005, filed 12/14/88. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-005, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-010 Definitions. [Statutory Authority: RCW 28A.410.010. 93-07-101, § 180-79-010, filed 3/23/93, effective 4/23/93. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-010, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-010, filed 2/17/88; 87-09-012 (Order 4-87), § 180-79-010, filed 4/3/87. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-010, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-010, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-031 State board of education 1997 teacher certification policy. [Statutory Authority: RCW 28A.410.010 and 28A.305.130. 94-24-039, § 180-79-031, filed 12/2/94, effective 1/2/95.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-032 Public policy purposes of state board of education 1997

certification policy. [Statutory Authority: RCW 28A.410.010 and 28A.305.130. 94-24-039, § 180-79-032, filed 12/2/94, effective 1/2/95.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-035 Washington advisory council for professional teaching standards—Selection. [Statutory Authority: RCW 28A.410.010 and 28A.305.130. 94-24-039, § 180-79-035, filed 12/2/94, effective 1/2/95.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-041 Washington advisory council for professional teaching standards—Duties. [Statutory Authority: RCW 28A.410.010 and 28A.305.130. 94-24-039, § 180-79-041, filed 12/2/94, effective 1/2/95.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-045 Certificates—Previous standards. [Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-79-045, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-045, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-045, filed 2/17/88; 87-09-012 (Order 4-87), § 180-79-045, filed 4/3/87. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-045, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-045, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-045, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-047 Conversion to new standards. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-047, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-047, filed 12/14/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-049 Professional preparation program requirement for certification. [Statutory Authority: RCW 28A.410.010, 28A.305.130 (1), (2) and (3). 94-24-038, § 180-79-049, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-049, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-049, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-049, filed 2/17/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-060 Levels of certificates. [Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-79-060, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-060, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-060, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-060, filed 2/17/88; 87-09-012 (Order 4-87), § 180-79-060, filed 4/3/87. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-060, filed 6/2/80. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-060, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-062 Approved baccalaureate degree—Definition. [Statutory Authority: RCW 28A.410.010. 95-20-038, § 180-79-062, filed 9/28/95, effective 10/29/95. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-062, filed 2/17/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

180-79-063 Approved masters degree—Definition. [Statutory Authority: RCW 28A.70.005. 89-22-011, § 180-79-063, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-063, filed 12/14/88. Statutory Authority: RCW

- 28A.70.005. 88-05-047 (Order 3-88), § 180-79-063, filed 2/17/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-065 Initial and continuing certificates—Applicable conditions. [Statutory Authority: RCW 28A.410.010. 94-01-101, § 180-79-065, filed 12/16/93, effective 1/16/94. Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-79-065, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-065, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-065, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-065, filed 2/17/88; 87-13-044 (Order 13-87), § 180-79-065, filed 6/16/87; 87-09-012 (Order 4-87), § 180-79-065, filed 4/3/87. Statutory Authority: RCW 28A.04.120(3) and 28A.70.005. 86-13-017 (Order 7-86), § 180-79-065, filed 6/10/86. Statutory Authority: RCW 28A.70.005. 81-12-025 (Order 7-81), § 180-79-065, filed 6/1/81. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-065, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-065, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-097 (Order 13-78), § 180-79-065, filed 9/1/78; 78-06-070 (Order 6-78), § 180-79-065, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-075 Certificate endorsement. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-075, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-075, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-075, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 87-13-044 (Order 13-87), § 180-79-075, filed 6/16/87; 87-09-012 (Order 4-87), § 180-79-075, filed 4/3/87. Statutory Authority: RCW 28A.04.120(3) and 28A.70.005. 86-13-017 (Order 7-86), § 180-79-075, filed 6/10/86. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-075, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-080 Authorized endorsements for teachers. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-080, filed 1/31/92, effective 3/2/92. Statutory Authority: 1990 c 33. 91-04-016, § 180-79-080, filed 1/28/91, effective 2/28/91. Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-080, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-080, filed 2/17/88; 87-09-012 (Order 4-87), § 180-79-080, filed 4/3/87. Statutory Authority: RCW 28A.04.120(3) and 28A.70.005. 86-13-017 (Order 7-86), § 180-79-080, filed 6/10/86.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-086 Minimum preparation for endorsements for teachers. [Statutory Authority: RCW 28A.410.010. 96-08-023, § 180-79-086, filed 3/26/96, effective 4/26/96; 92-04-044, § 180-79-086, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-086, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-086, filed 2/17/88; 87-09-012 (Order 4-87), § 180-79-086, filed 4/3/87. Statutory Authority: RCW 28A.04.120(3) and 28A.70.005. 86-13-017 (Order 7-86), § 180-79-086, filed 6/10/86.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-115 Academic requirements for certification—Teachers. [Statutory Authority: RCW 28A.410.010. 94-24-037, § 180-79-115, filed 12/2/94, effective 1/2/95; 94-01-101, § 180-79-115, filed 12/16/93, effective 1/16/94. Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-79-115, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-115, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005. 90-22-002, § 180-79-115, filed 10/25/90, effective 11/25/90; 88-21-011 (Order 16-88), § 180-79-115, filed 10/7/88; 88-05-047 (Order 3-88), § 180-79-115, filed 2/17/88; 87-09-012 (Order 4-87), § 180-79-115, filed 4/3/87. Statutory Authority: RCW 28A.04.120(3) and 28A.70.005. 86-13-017 (Order 7-86), § 180-79-115, filed 6/10/86. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-115, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-115, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-097 (Order 13-78), § 180-79-115, filed 9/1/78; 78-06-070 (Order 6-78), § 180-79-115, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-117 Experience requirement for continuing certification—Teachers. [Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-79-117, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.70.005 and 28A.410.010. 90-22-002 and 90-23-084, § 180-79-117, filed 10/25/90 and 11/20/90, effective 11/25/90 and 12/21/90. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-117, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-117, filed 2/17/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-120 Academic requirements for certification—Administrators. [Statutory Authority: RCW 28A.410.010. 94-24-041, § 180-79-120, filed 12/2/94, effective 1/2/95; 94-01-101, § 180-79-120, filed 12/16/93, effective 1/16/94; 92-04-044, § 180-79-120, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-120, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-120, filed 2/17/88; 81-12-025 (Order 7-81), § 180-79-120, filed 6/1/81. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-120, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-120, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-120, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-121 Academic requirements for certification—School nurse, school occupational therapist, school physical therapist and school speech-language pathologist or audiologist. [Statutory Authority: RCW 28A.410.010, 28A.305.130 (1), (2) and (3). 94-24-038, § 180-79-121, filed 12/2/94, effective 1/2/95.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-122 Experience requirement for initial endorsement—Principals. [Statutory Authority: RCW 28A.410.010. 94-24-041, § 180-79-122, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-79-122, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.70.005. 90-22-002, § 180-79-122, filed 10/25/90, effective 11/25/90. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-122, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-122, filed 2/17/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-123 Experience requirement for continuing certification—Administrators. [Statutory Authority: RCW 28A.410.010. 94-24-041, § 180-79-123, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-79-123, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-123, filed 1/31/92, effective 3/2/92.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

- 180-79-124 Child abuse course work requirement for continuing certification—Administrators. [Statutory Authority: RCW 28A.410.010. 94-01-101, § 180-79-124, filed 12/16/93, effective 1/16/94.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-125 Academic requirements for certification—School counselors, school psychologists, and school social workers. [Statutory Authority: RCW 28A.410.010, 28A.305.130 (1), (2) and (3). 94-24-038, § 180-79-125, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.410.010. 94-01-101, § 180-79-125, filed 12/16/93, effective 1/16/94. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-125, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-125, filed 2/17/88. Statutory Authority: RCW 28A.04.120(3) and 28A.70.005. 86-13-017 (Order 7-86), § 180-79-125, filed 6/10/86. Statutory Authority: RCW 28A.70.005. 81-12-025 (Order 7-81), § 180-79-125, filed 6/1/81. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-125, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-125, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-09-097 (Order 13-78), § 180-79-125, filed 9/1/78; 78-06-070 (Order 6-78), § 180-79-125, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-126 Child abuse course work requirement for continuing certification—Educational staff associate. [Statutory Authority: RCW 28A.410.010. 94-01-101, § 180-79-126, filed 12/16/93, effective 1/16/94.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-127 Experience requirement for continuing certification—ESAs. [Statutory Authority: RCW 28A.410.010 and 1992 c 141. 92-20-083, § 180-79-127, filed 10/6/92, effective 11/6/92. Statutory Authority: RCW 28A.70.005. 90-22-002, § 180-79-127, filed 10/25/90, effective 11/25/90. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-127, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-127, filed 2/17/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-128 Supervised experience requirement for continuing certification. [Statutory Authority: RCW 28A.410.010, 28A.305.130 (1), (2) and (3). 94-24-038, § 180-79-128, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-128, filed 12/14/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-131 General knowledge required of all teacher, administrator, school counselor, school psychologist, and school social worker candidates for certification. [Statutory Authority: RCW 28A.410.010, 28A.305.130 (1), (2) and (3). 94-24-038, § 180-79-131, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-131, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-131, filed 2/17/88.] Decodified by 97-04-081, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010 and 28A.305.130. Recodified as WAC 180-78-207.
- 180-79-136 General knowledge required of all candidates for teacher certificates. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-136, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-136, filed 2/17/88.] Decodified by 97-04-081, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010 and 28A.305.130. Recodified as WAC 180-78-217.
- 180-79-140 General knowledge required of all candidates for administrator certificates. [Statutory Authority: RCW 28A.410.010. 94-24-041, § 180-79-140, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-140, filed 2/17/88.] Decodified by 97-04-081, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010 and 28A.305.130. Recodified as WAC 180-78-237.
- 180-79-230 Limited certificates. [Statutory Authority: RCW 28A.410.010. 96-08-022, § 180-79-230, filed 3/26/96, effective 4/26/96. Statutory Authority: RCW 28A.410.010, 28A.305.130 (1), (2) and (3). 94-24-038, § 180-79-230, filed 12/2/94, effective 1/2/95. Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-230, filed 1/31/92, effective 3/2/92; 91-05-056, § 180-79-230, filed 2/15/91, effective 3/18/91. Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-230, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-12-026 (Order 12-89), § 180-79-230, filed 5/31/89. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-230, filed 2/17/88; 87-09-012 (Order 4-87), § 180-79-230, filed 4/3/87; 81-12-025 (Order 7-81), § 180-79-230, filed 6/1/81. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 79-06-051 (Order 7-79), § 180-79-230, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-230, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-236 Instructional specialist certificate. [Statutory Authority: RCW 28A.410.010. 93-05-007, § 180-79-236, filed 2/5/93, effective 3/8/93; 91-05-056, § 180-79-236, filed 2/15/91, effective 3/18/91.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-241 Internship certificate. [Statutory Authority: RCW 28A.410.010. 95-20-040, § 180-79-241, filed 9/28/95, effective 10/29/95; 94-13-021, § 180-79-241, filed 6/3/94, effective 7/4/94; 92-15-037, § 180-79-241, filed 7/9/92, effective 8/9/92; 91-05-056, § 180-79-241, filed 2/15/91, effective 3/18/91.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-245 Out-of-state candidates. [Statutory Authority: RCW 28A.410.010. 94-01-101, § 180-79-245, filed 12/16/93, effective 1/16/94. Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-245, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005. 88-05-047 (Order 3-88), § 180-79-245, filed 2/17/88; 81-12-025 (Order 7-81), § 180-79-245, filed 6/1/81. Statutory Authority: RCW 28A.04.120 (1), (2), and (3). 80-06-130 (Order 9-80), § 180-79-245, filed 6/2/80; 79-06-051 (Order 7-79), § 180-79-245, filed 5/22/79. Statutory Authority: RCW 28A.04.120, chapters 28A.70 and 28A.93 RCW. 78-06-070 (Order 6-78), § 180-79-245, filed 5/26/78.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-247 Establishing equivalency for course work, degrees and programs completed in countries outside the United States. [Statutory Authority: RCW 28A.410.010. 94-01-101, § 180-79-247, filed 12/16/93, effective 1/16/94.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-300 Subject area endorsement recommendations by colleges and universities. [Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-300, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-300, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-303 Endorsement by examination. [Statutory Authority: RCW 28A.410.010. 94-01-101, § 180-79-303, filed 12/16/93, effective 1/16/94. Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-303, filed 12/14/88.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-305 Subject area endorsements through SPI. [Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-305, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87),

- § 180-79-305, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-311 Specialty areas of study. [Statutory Authority: RCW 28A.410.010. 96-08-024, § 180-79-311, filed 3/26/96, effective 4/26/96; 92-04-044, § 180-79-311, filed 1/31/92, effective 3/2/92.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-312 Award of college or university credit hours for experience. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-312, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-315 In-service in lieu of college and university credit hours. [Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-315, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-315, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-317 Evaluation of in-service in lieu of college and university credit hours by PEAC. [Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-042 (Order 27-88), § 180-79-317, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-317, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-320 Agriculture—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-320, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-322 Anthropology—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-322, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-324 Art—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-324, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-326 Bilingual education—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-326, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-328 Biology—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-328, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-330 Business education—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-330, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-332 Chemistry—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-332, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-333 Comparative religion—Subject area endorsement. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-333, filed 1/31/92, effective 3/2/92.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-334 Instructional technology—Subject area endorsement. [Statutory Authority: RCW 28A.410.010. 96-08-025, § 180-79-334, filed 3/26/96, effective 4/26/96. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-334, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-336 Designated foreign language—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-336, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-338 Drama—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-338, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-340 Early childhood education, regular—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-340, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-342 Early childhood education, special education—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-342, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-344 Earth science—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-344, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-346 Economics—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-346, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-348 Elementary education—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-348, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-350 English—Subject area endorsement. [Statutory Authority: RCW 28A.410.010. 96-01-082, § 180-79-350, filed 12/18/95, effective 1/18/96. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-350, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-352 English as a second language—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-352, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-354 English/language arts—Broad subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-354, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-356 Geography—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-356, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-358 Health—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-358, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-360 History—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-360, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-362 Home and family life education (formerly home economics)—Subject area endorsement. [Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-362, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-362, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-364 Technology education (formerly industrial arts)—Subject area endorsement. [Statutory Authority: RCW 28A.04.120 and 28A.70.005. 90-12-075, § 180-79-364, filed 6/1/90, effective 7/2/90. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-364, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-366 Marketing education—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-366, filed 4/3/87.] Repealed by 97-04-088, filed

- 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-368 Journalism—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-368, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-370 Learning resources—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-370, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-372 Mathematics—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-372, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-374 Music—Broad subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-374, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-376 Choral music—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-376, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-378 Instrumental music—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-378, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-379 Philosophy—Subject area endorsement. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-79-379, filed 1/31/92, effective 3/2/92.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-380 Physical education—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-380, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-382 Physics—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-382, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-384 Political science—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-384, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-386 Psychology—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-386, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-388 Reading—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-388, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-390 Science—Broad subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-390, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-392 Sociology—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-392, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-394 Social studies—Broad subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-394, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-396 Special education—Subject area endorsement. [Statutory Authority: RCW 28A.70.005 and 28A.04.120(3). 89-01-

- 042 (Order 27-88), § 180-79-396, filed 12/14/88. Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-396, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-79-398 Speech—Subject area endorsement. [Statutory Authority: RCW 28A.70.005. 87-09-012 (Order 4-87), § 180-79-398, filed 4/3/87.] Repealed by 97-04-088, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

WAC 180-79-003 through 180-79-398 Repealed or decodified. See Disposition Table at beginning of this chapter.

Chapter 180-79A WAC

STANDARDS FOR TEACHER, ADMINISTRATOR, AND EDUCATIONAL STAFF ASSOCIATE CERTIFICATION

WAC

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- 180-79A-012 Public policy purposes of state board of education performance-based certification system.
- 180-79A-013 Knowledge and skill requirements of the performance-based certification system—Teachers.
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- 180-79A-105 Equivalency of standards.
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WAC 180-79A-003 Authority. The authority for this chapter is RCW 28A.410.010 which authorizes the state board of education to establish, publish, and enforce rules and regulations determining eligibility for the certification of personnel employed in the common schools of this state. This authority is supplemented by RCW 28A.305.130(5) which authorizes the state board of education to specify the types and kinds of certificates necessary for the several departments within the common schools. (Note: RCW 28A.195.010 (3)(a) requires most private school classroom teachers to hold appropriate state certification with few exceptions.)

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-003, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-005 Purpose. The purposes of this chapter are to establish the various certificates which must be held as a condition to employment in the Washington school system and establish the conditions and procedures governing issuance and retention of those and other certificates, including endorsements thereon.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-005, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-010 State board of education performance-based certification system. The state board of education establishes a performance-based certification system to be fully implemented for all teacher candidates applying for certification after August 31, 2000, and for all educational staff associate and administrator candidates no later than August 31, 2004. The performance-based certification system shall include the issuance of a residency certificate, a professional certificate, and other certificates which the state board of education may add in the future.

[Statutory Authority: RCW 28A.410.010. 98-01-029, § 180-79A-010, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-010, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-012 Public policy purposes of state board of education performance-based certification

system. The policy purposes of state board of education performance-based certification system are:

(1) To provide qualified educators for the emerging performance-based P-12 education system.

(2) To assure that practitioners are more directly involved in decisions related to professional practice.

(3) To recognize that there is a distinction between the level of competence of beginning educators and the competency of educators who have been able to demonstrate their competencies at a professional level.

(4) To assure that all educators demonstrate their competencies before attaining the status of a professional educator.

(5) To establish a certificate level that recognizes service at a high level of achievement.

(6) To assure that all residency educators have the support required to assist them through their induction.

(7) To assure each educator has a professional development plan.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-012, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-013 Knowledge and skill requirements of the performance-based certification system—Teachers. Each of the knowledge and skills required for the preparation and certification of teachers shall relate to one or more of the following three standards that all teachers will be required to demonstrate: Effective teaching, professional development, and leadership. The emphasis in the preservice preparation programs shall be on effective teaching; the emphasis in the program for the professional certificate shall be divided among each of the three categories; during the remainder of the teacher's career, the emphasis should be on professional development and leadership.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-013, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-015 Washington advisory council for professional certification standards—Purpose and selection. The state board of education shall establish, no later than December 31, 1997, Washington advisory councils for professional standards for teachers, and no later than August 31, 2000, for administrators, and educational staff associates. The purpose of the councils shall be to serve as working councils of the state board of education to advise the state board of education regarding the development and implementation of the certification system.

(1) A majority of the advisory councils' members shall be practitioners in their respective roles.

(2) The state board of education shall solicit recommendations from the appropriate professional organizations for persons to serve on the councils.

(3) The board of education shall appoint council members on the basis of the recommendations received with consideration being given to educator roles, geographic distribution, gender, race, and ethnicity.

[Statutory Authority: RCW 28A.410.010. 98-01-029, § 180-79A-015, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-015, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-020 Washington advisory council for professional teaching standards—Duties. (1) The Washington advisory council for professional teaching standards shall present recommendations to the state board of education in regard to the following:

(a) Establishing parameters for the development, monitoring, and evaluation of the field-tests of the professional certificate.

(b) Exploring the role of WACPTS in the alignment and review of the relationship between the standards for the residency certificate and the standards for the professional certificate.

(c) Exploring the role of WACPTS as an appeals board in certification matters.

(d) Monitoring and recommending revisions to the criteria for renewing the residency and professional certificate to ensure equity and fairness.

(2) In addition, WACPTS shall:

(a) Continue the discussion of the third level certificate; and

(b) Serve in a communications role regarding the performance-based certification system.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-020, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-022 Washington advisory councils for professional administrator standards and professional educational staff associates standards—Duties. The Washington advisory councils for professional administrator standards and for educational staff associate standards shall present initial recommendations to the state board of education no later than September 30, 2001, in regard to the following:

(1) Standards to be used to obtain the professional certificates;

(2) Standards for renewing the professional certificate;

(3) Standards for obtaining the professional career certificate; and

(4) The policies for implementing these standards.

In addition, the councils shall submit recommendations for the future composition, term of membership and responsibilities of the councils.

[Statutory Authority: RCW 28A.410.010. 98-01-029, § 180-79A-022, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-022, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-025 Organization of chapter 180-79A WAC. In order for users of this chapter to easily identify which rules are applicable to the performance-based certification system and which rules are applicable to previous certification systems, the remainder of this chapter is organized as follows:

(1) WAC 180-79A-100 through 180-79A-399 are applicable to all certification systems.

(2) WAC 180-79A-400 through 180-79A-499 are applicable to certification systems preceding the performance-based system.

(3) WAC 180-79A-500 through 180-79A-599 are applicable to the performance-based certification system.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-025, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-101 Definitions. The following definitions shall apply to terms used in this chapter:

(1) The terms, "program approval," "endorsement," "interstate compact," "college or university," and "regionally accredited institution of higher education," as defined in WAC 180-78-010 and 180-78A-010 shall apply to the provisions of this chapter.

(2) "Certificate" means the license issued by the superintendent of public instruction to teachers, administrators, and educational staff associates verifying that the individual has met the requirements set forth in this chapter.

(3) "Certificate renewal" means the process whereby the validity of a certificate, subject to expiration, is extended or regained.

(4) "Classroom teaching" means instructing pupils in an instructional setting.

(5) "Approved baccalaureate degree" for the purpose of this chapter, means a baccalaureate from a regionally accredited college or university in any of the subject areas of the endorsement listed in WAC 180-79A-302. Such degrees shall require the completion of at least forty-five quarter hours (thirty semester hours) of course work in the subject area: *Provided*, That a candidate who holds a baccalaureate degree in another academic field will not be required to obtain a second baccalaureate degree if the candidate provides evidence to the superintendent of public instruction that he or she has completed the required forty-five quarter or thirty semester hours of course work in one of the subject areas of the endorsements listed in WAC 180-79A-302.

(6) "Approved master's degree" for the purpose of this chapter, means a master's or doctorate degree from a regionally accredited college or university.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-101, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-105 Equivalency of standards.

Reasonable flexibility in interpretation of the requirements for certification may be applied consistent with the intent and spirit of the requirements of the appropriate chapter. For example, advanced degrees in the same or related fields may be substituted for required lesser degrees. An annual report of the use of this rule shall be submitted to the state board of education by the superintendent of public instruction.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-105, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-110 Denial of application for certification or endorsement by approved professional preparation training institutions. Any person whose application for certification or for an endorsement is denied by an institution of higher education within the state with an approved professional preparation program, after exhausting any appeal procedures established by such institution, may apply directly to the superintendent of public instruction for such certificate or endorsement.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-110, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-115 Validity date. The validity date of a certificate or permit shall be the actual date of issuance.

[1998 WAC Supp—page 198]

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-115, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-117 Uniform expiration date. All certificates issued for one or more stated years shall expire on August 31 of the stated year and shall be calculated as follows:

(1) Certificates issued prior to October 1 of a calendar year shall have the expiration date of the certificate calculated on the basis such certificate was issued on September 1 of the same calendar year regardless of the date of issuance.

(2) Certificates issued October 1 or later in the calendar year, other than limited certificates issued pursuant to WAC 180-79A-230, shall have the expiration date of the certificate calculated on the basis such certificate was issued on September 1 of the next calendar year regardless of the date of issuance.

(3) All such certificates issued prior to the effective date of this section and scheduled to expire prior to August 31 of a given year, regardless of such stated expiration date, shall be valid until August 31 of the stated year of expiration.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-117, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-120 Certificate replacement. The superintendent of public instruction shall issue a replacement certificate to any person who files an application, pays the appropriate certification fee, and verifies by signature that the original certificate has been lost or destroyed or that a legal name change has occurred.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-120, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-122 Good moral character and personal fitness—Necessary supporting evidence by applicants. All applicants for certification shall submit the following:

(1) An affidavit from the applicant indicating that he or she has not been convicted of any crime or a complete disclosure of all arrests and subsequent dispositions of such arrests. In the event of a conviction for any arrest, the applicant shall state reasons why such conviction does not reflect adversely on the requirement to possess good moral character and be personally fit.

(2) An affidavit from the applicant that he or she has no history of serious behavioral problems or a complete disclosure of the nature and status of all such problems, including the names and addresses of health practitioners who have treated the applicant within the past ten years and an executed consent form permitting the superintendent of public instruction to contact and consult with such health practitioners and for such health practitioners to fully disclose medical information related to such behavioral problems.

(3) An affidavit from the dean of the college or school of education or one or more officials designated by such dean, or, if none, by the college or university president, where the applicant completed his or her approved preparation program, that indicates that a designated college or university official has contacted several faculty members who personally know or knew the applicant and has no

knowledge of any relevant information related to the applicant's character or fitness that would adversely affect the applicant's ability to serve in a certificated role or a statement from such affiant of the reasons why it is not possible to make such an affidavit.

(4) *Provided*, That, if the affidavit described in subsection (3) of this section is impossible or impractical to obtain, the applicant shall submit to the superintendent of public instruction the following:

(a) A statement as to why it is impossible or impractical to secure the affidavit required by subsection (3) of this section;

(b) A complete employment history, including the names, addresses, and phone numbers of the immediate supervisor of such applicant when an employee; and

(c) The names, addresses, and phone numbers of three character references who are not related to the applicant.

(5) If the applicant holds or has held a professional certificate in any other state, such applicant shall prepare one of the following affidavits for each such state:

(a) An affidavit that such certificate has not been suspended, surrendered, or revoked. Such affidavit shall be forwarded to the licensing agency in such state with a request that such affidavit be verified and forwarded directly to the superintendent of public instruction.

(b) An affidavit which shall fully disclose the reasons for the suspension, surrender, or revocation of the certificate. Such affidavit shall be submitted directly to the superintendent of public instruction.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-122, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-125 Affidavits from applicants. An individual's application for certification shall be signed under oath that the statements therein are true and correct. The application if not notarized by a notary public must conform with the formalities prescribed in RCW 9A.72.085. In addition, the application shall state that any knowingly false statement therein is punishable under perjury laws of the state of Washington.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-125, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-126 Other affidavits from applicants and certificate holders. Whenever this chapter requires an applicant or certificate holder to file an affidavit, it shall be in the same form as required by WAC 180-79A-125.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-126, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-130 Fee for certification. (1) In accordance with provisions of RCW 28A.410.060 and 28A.415.010, the fee for certificates which are valid for more than one year, issued by authority of the state of Washington and authorizing the holder to serve in the common schools of the state, shall be as follows:

(a) The continuing certificate is seventy dollars;

(b) The reinstatement, additional endorsement on the teaching certificate, duplicate certificates, substitute certificates, and certificates issued for the purpose of showing a name change is fifteen dollars; and

(c) Any other certificate or credential or any renewal thereof shall be five dollars for each year of validity:

(d) *Provided*, That the fee for all vocational certificates shall be one dollar.

(2) The fee for any other certificate/credential, or for any renewal thereof, issued by the authority of the state of Washington and authorizing the holder to serve in the common schools of the state, shall be five dollars.

(3) Officials authorized to collect certification fees are educational service district superintendents, local school district superintendents, deans and directors of education at colleges and universities, or their designees. The fee must accompany the application for a certificate and shall be transmitted by the receiving district, college or university, or program unit designee at least quarterly to the educational service district within which the application is filed for disposition in accordance with provisions of RCW 28A.410.060. The fee shall not be refunded unless the application is withdrawn before it is finally considered (i.e., the issuance of a certificate or a written communication denying such issuance) by the superintendent of public instruction or his or her designee. Fees not refunded shall apply as credit toward certificate fees if such applicant reapplies within twenty-four months of the date of denial. Moneys accrued from certification fees within the boundaries of an educational service district shall be divided in the following manner:

(a) Local school districts employing more than one hundred teachers and other professional staff and collecting certification fees may retain one dollar of each fee in order to hold a professional training institute. If such district does not hold an institute, all such moneys shall be placed to the credit of the educational service district.

(b) No less than fifty percent of the funds accruing within the boundaries of an educational service district shall be used to support program activities related to state-wide precertification professional preparation and evaluation.

(c) The remaining funds shall be used to support professional in-service training programs and evaluations thereof.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-130, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-131 Use of fee for certification. (1) Certification fees will be used solely for precertification preparation, professional in-service training programs, teachers' institutes and/or workshops, and evaluations thereof in accordance with this chapter.

(2) Precertification preparation:

(a) A subcommittee of the state professional education advisory committee as established in WAC 180-78-015 and 180-78A-015 shall assist the superintendent of public instruction in administration of precertification program funds by annually establishing priorities and procedures for distribution of funds available for precertification activities. The primary utilization shall be to support collaborative efforts essential to program development, program evaluation, and assessment of candidates' entry and exit competency.

(b) Funds set aside for precertification shall not supplant funds already available to any participating agency.

(c) A single educational service district shall be designated to administer the funds allocated for precertification programs. The designated educational service district shall be permitted to retain a percentage of the precertification fees at a rate to be negotiated by the superintendent of public instruction and the educational service district for costs related to administering these funds.

(d) Each quarter every educational service district shall forward the moneys designated for precertification programs to the educational service district designated to administer such programs.

(3) Professional in-service training programs and teachers' institutes and/or workshops:

(a) Each educational service district, or cooperative thereof as specified in (d) of this subsection, shall establish an in-service committee composed of an educational service district representative; at least one district superintendent; one principal; one educational staff associate; one elementary, one junior high and one senior high teacher; one representative from the elementary or secondary level of private schools within the educational service district; and one representative selected by the chief administrative officer responsible for professional education from a college/university having a state board of education approved teacher education program. Teacher representatives shall be selected by agreement among the presidents of the local education associations within the respective educational service district or cooperative thereof.

(b) The educational service district representative shall serve as chairperson of the in-service committee and provide liaison with the superintendent of public instruction and the state board of education.

(c) The in-service committee will be responsible for coordinating in-service/staff development model programs within the educational service district and shall submit to the superintendent of public instruction and the state board of education a plan for soliciting and selecting model programs which shall include procedures for conducting needs assessments, determining priorities and carrying out program evaluation.

(d) Cooperative agreements may be made among educational service districts to provide quality in-service education programs.

(e) Funds designated for in-service programs shall not supplant funds already available for such programs.

(4) Allowable expenditures. Funds may be used to support costs related to training, such as the payment of professional contractual services, per diem, travel costs, materials, printing, or released time. Nonallowable costs are college/university tuition and fees.

(5) Annual reporting. The superintendent of public instruction shall prepare and present to the state board of education an annual report concerning the use of certification fees for precertification and in-service activities.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-131, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-140 Types of certificates. Four types of certificates shall be issued:

(1) Teacher. The teacher certificate, including teacher exchange permits as provided in WAC 180-79A-220,

authorizes service as a classroom teacher.

(2) Vocational. The vocational certificate authorizes service in vocational programs in accordance with the provisions of chapter 180-77 WAC.

(3) Administrator.

(a) The administrator certificate for principal authorizes services as a building administrator or vice-principal. The initial principal certificate shall indicate one of the following grade levels, preschool-9, 4-12, or preschool-12, based on recommendations from the college or university in which the candidate completed an approved preparation program.

(b) The administrator certificates for superintendent or program administrator will be issued to persons who meet state board of education certification standards for service in the roles of superintendent or program administrator.

(4) Educational staff associate. The educational staff associate certificate authorizes service in the roles of school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, and school social workers: *Provided*, That nothing within chapter 180-79A WAC authorizes professional practice by an educational staff associate which is otherwise prohibited or restricted by any other law, including licensure statutes and rules and regulations promulgated by the appropriate licensure board or agency.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-140, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-150 General requirements— Teachers, administrators, educational staff associates.

The following requirements are to be met by candidates for certification as teachers including vocational teachers, administrators, or educational staff associates:

(1) Age. No person who is less than eighteen years of age shall receive a certificate to serve in the public or nonpublic schools of Washington state.

(2) Character. Applicants for certificates in Washington state who are not holders of a valid Washington state teacher's, administrator's, educational staff associate's, or vocational certificate must give evidence of good moral character and personal fitness as specified in WAC 180-79A-122 and must complete a record check through the Washington state patrol criminal identification system and through the Federal Bureau of Investigation at the applicant's expense as required by RCW 28A.410.010; such record check shall include a fingerprint check using a Washington state patrol approved fingerprint card: *Provided*, That the superintendent of public instruction may waive the record check for an applicant who has had a record check within the two years prior to application.

(3) Degrees and course work. A candidate for certification shall hold appropriate degrees, licenses, and additional course work as prescribed in chapters 180-79A and 180-77 WAC or have qualified under WAC 180-79A-205.

(4) Approved preparation program. Applicants for certification as teachers, administrators, school counselors, school psychologists and school social workers, except as otherwise provided in WAC 180-79A-205, 180-79A-230, 180-79A-236, and 180-79A-241 and in chapter 180-77 WAC, in order to be certified within the state of Washington

shall have completed a state approved college/university preparation program in the professional field for which certification is to be issued. In addition, candidates for principal's certificates must hold a valid teacher's certificate, excluding certificates issued under WAC 180-79A-230, 180-79A-236, or 180-79A-241, or comparable out-of-state certificates. Candidates for superintendent's certificates must hold a valid teacher, educational staff associate, or program administrator certificate; excluding certificates issued under WAC 180-79A-230, 180-79A-236, or 180-79A-241, or comparable out-of-state certificates.

[Statutory Authority: RCW 28A.410.010. 98-01-030, § 180-79A-150, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-150, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-160 Certificates—Previous standards. (1) Certificates issued under previous standards which were issued for a specific term shall continue to be effective for that term.

(2) Certificates issued under previous standards which were issued for an indefinite period shall continue to be in effect.

(3) All persons who hold any standard teacher, administrator, or specialized personnel certificate issued under previous standards of the state board of education shall be issued a continuing certificate at such time as it is necessary for them to reissue a standard certificate or on application and payment of the fee as specified in WAC 180-79A-130.

(4) Any person who holds a provisional principal's or provisional superintendent's certificate under previous standards of the state board of education shall be issued upon application, including payment of applicable fees, continuing administrative for the appropriate role and such certificates shall be subject to the continuing education requirements of chapter 180-85 WAC.

(5) Any person holding a provisional certificate as a school nurse under provisions of chapter 180-84 WAC shall be granted a continuing certificate.

(6) All persons who hold a valid initial certificate granted under previous standards of the state board of education shall be authorized to meet requirements for continuing certification as set forth in the relevant previous standards except as noted below in subsection (7) of this section.

(7) Any person with a valid initial teacher's certificate granted under previous standards of the state board of education may renew that certificate once after August 31, 2000. The individual shall meet requirements for and apply for the continuing certificate by the expiration date on the renewed certificate or meet requirements for the residency certificate for further certification.

(8) Any person whose certificate, subject to expiration and issued under previous standards, has expired shall apply, except as noted under this section, for a new certificate pursuant to WAC 180-79A-161.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-160, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-161 Application for certification. An individual who applies for a Washington state certificate, unless seeking reinstatement pursuant to WAC 180-79A-170

or renewal pursuant to WAC 180-79A-165, or unless otherwise stipulated by the provisions of WAC 180-79A-160 must meet the requirements in effect at the time of application.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-161, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-165 Renewal of certificate. A holder of a certificate subject to expiration may renew such certificate subject to the rules in effect at the time of such renewal, unless otherwise stipulated by the provisions of WAC 180-79-160.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-165, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-170 Reinstatement of certificates. Only a continuing certificate may be reinstated. A holder of a lapsed, surrendered, or revoked continuing professional certificate at the time of application for reinstatement of such certificate must submit the following:

(1) Character evidence as required by WAC 180-79A-150(2) for candidates for certification.

(2) In accordance with RCW 28A.410.110, a revoked certificate may not be reinstated within one calendar year from the date of revocation.

(3) *Provided*, That no certificate may be reinstated if more than five calendar years has passed since the date of surrender or revocation; however, such applicants may apply pursuant to WAC 180-79A-161 for a new certificate under requirements in effect at the time of application.

[Statutory Authority: RCW 28A.410.010. 98-01-027, § 180-79A-170, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-170, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-200 Certification of out-of-state trained educational personnel—Interstate educational personnel contracts. The superintendent of public instruction is authorized to enter into interstate educational personnel contracts with states party to the interstate agreement on qualifications of educational personnel in accordance with provisions of RCW 28A.690.010 and 28A.690.020 which authorize on an interstate basis Washington state certification of persons of other states having preparation and qualifications comparable even though not identical to Washington state board of education standards.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-200, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-205 Out-of-state candidates. Candidates for certification from other states shall be eligible for Washington certificates as follows:

(1) Initial and residency certificates. The initial certificate (residency certificate after August 31, 2000,) shall be issued by the superintendent of public instruction to any candidate who meets one of the following:

(a) Qualifies under provisions of the interstate compact.
 (b) Holds the appropriate degree and, if applicable, credit hours and/or licensing as set forth in this chapter and has completed a state approved preparation program at a regionally accredited college or university in the professional

field for which the certificate is to be issued and such additional professional fields as required by WAC 180-79A-150(4).

(c) Holds an appropriate degree from a regionally accredited college or university and also holds or has held an appropriate certificate issued by another state and has practiced at the P-12 level in that respective role outside the state of Washington for three years.

(d) Holds an appropriate degree from a regionally accredited college or university and has practiced three years as an educational staff associate in that role in a state where such certificate was not required.

(2) Continuing certificate. The continuing certificate shall be issued through August 31, 2000, on verification that the candidate has met all requirements for initial and continuing certification in the state of Washington.

(3) Professional certificate. After August 31, 2000, the professional certificate shall be issued to out-of-state candidates only if one of the following conditions is met:

(a) The candidate has completed an advanced level certification procedure approved by the state board of education as equivalent to the approved program procedure required in Washington; or

(b) An approved professional certificate program verifies that the candidate has met all the requirements of that institution's approved program. The college/university shall evaluate the candidate's background to determine whether or not course work or certification activities are equivalent to that college/university's approved program.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-205, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-210 Establishing equivalency for course work, degrees and programs completed in countries outside the United States. Certification candidates who have completed degree and/or approved professional preparation programs in a country other than the United States may be required to submit:

(1) A statement of degree equivalency for the appropriate degree from a foreign credentials' evaluation agency approved by the office of the superintendent of public instruction.

(2) A statement from an official of the college or university where the certification program was completed, indicating completion of the program and approval of the program by the agency governing certification in that country.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-210, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-215 Endorsements on teacher certificates for out-of-state candidates. Washington shall issue endorsements, where comparable endorsements exist, to candidates on the basis of endorsements awarded by other states: *Provided*, That in those subject areas where minimum credits are required for funding purposes, that number of credits shall be required to obtain the endorsement in these subject areas, e.g., special education, vocational education and traffic safety.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-215, filed 2/5/97, effective 3/8/97.]

[1998 WAC Supp—page 202]

WAC 180-79A-220 Teacher and principal exchange permits. Teacher and principal exchange permits may be issued by the superintendent of public instruction to an individual admitted to the United States for the purpose of serving as an exchange teacher or principal. Such teacher or principal exchange permits shall be valid for one year and may be renewed once.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-220, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-225 Temporary permits. Temporary permits may be issued by the superintendent of public instruction and designated agents under the following conditions:

(1) Temporary permits may be issued under this section to those persons who have filed an application for a certificate; who, based on available documentation, including affidavits or other evidence that appears reliable which substantiates the existence of missing documentation, appear to have completed all requirements for certification; and who do not disclose any information which indicates that such applicant fails to meet the character requirement of WAC 180-79A-150(2).

(2) An individual may apply for a permit directly to the superintendent of public instruction or designated agents—i.e., educational service districts or Washington state institutions of higher education.

(3) A permit entitles the holder to serve as a teacher, educational staff associate or administrator consistent with the endorsement(s) on his/her permit.

(4) A permit is valid for one hundred eighty consecutive calendar days unless prior to the expiration date the superintendent of public instruction determines the applicant is ineligible to receive a valid certificate or endorsement. In such cases, the temporary permit shall expire on the date notice of cancellation is received by the applicant and/or the employer.

(5) The temporary permit may be reissued only upon demonstration that the applicant has made a good faith effort to secure the missing documentation.

(6) Issuing authority. The superintendent of public instruction either directly or through a designated agent shall issue all permits and shall provide institutions of higher education and educational service districts with forms and instructions relevant to application for a permit.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-225, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-230 Limited certificates. Notwithstanding other requirements prescribed in this chapter for eligibility for certification in the state of Washington, the following certificates shall be issued under specific circumstances set forth below for limited service:

(1) Conditional certificate.

(a) Such certificates are issued upon application by the local school district, approved private school, or educational service district superintendent to persons:

(i) Who meet the age, good moral character, and personal fitness requirements of WAC 180-79A-150 (1) and (2); and

(ii) Who are highly qualified and experienced in subject matter to be taught in the common or nonpublic schools; or

(iii) Who qualify to instruct in the traffic safety program as paraprofessionals pursuant to WAC 392-153-020 (2) and (3); or

(iv) Who are assigned instructional responsibility for intramural/interscholastic activities which are part of the district or approved private school approved program; or

(v) Who possess a state of Washington license for a registered nurse: *Provided*, That the district will be responsible for orienting and preparing individuals for their assignment as described in (c)(ii) of this subsection; or

(vi) Who have completed a baccalaureate degree level school speech pathologist or audiologist certification preparation program, who were eligible for certification at the time of program completion and who have served in the role for three of the last seven years.

(b) The educational service district or local district superintendent or administrator of an approved private school will verify that the following criteria have been met when requesting the conditional certificate:

(i) No person with regular certification in the field is available as verified by the district or educational service district superintendent or approved private school administrator;

(ii) The district or educational service district superintendent or approved private school administrator will indicate the basis on which he/she has determined that the individual is competent for the assignment;

(iii) The individual is being certificated for a limited assignment and responsibility in a specified activity/field.

(c) When requesting the conditional certificate for persons who are highly qualified and experienced in fields of knowledge to be taught in the common or nonpublic schools, the educational service district superintendent or local district superintendent or approved private school administrator will verify that the following additional criteria will be met:

(i) The individual will be delegated primary responsibility for planning, conducting, and evaluating instructional activities with the direct assistance of a school district or approved private school mentor and will not be serving in a paraprofessional role which would not require certification;

(ii) Personnel so certificated will be oriented and prepared for the specific assignment by the employing district or approved private school. A written plan of assistance will be developed, in cooperation with the person to be employed within twenty working days from the commencement of the assignment. In addition, prior to service the person will be apprised of any legal liability, the responsibilities of a professional educator, the lines of authority, and the duration of the assignment;

(iii) Within the first sixty working days, personnel so certificated will complete sixty clock hours (six quarter hours or four semester hours) of course work in pedagogy and child/adolescent development appropriate to the assigned grade level(s) as approved by the employing school district or approved private school.

(d) The certificate is valid for two years or less, as evidenced by the expiration date which is printed on the certificate, and only for the activity specified. The certificate

may be reissued for two years and for two-year intervals thereafter upon completion of sixty clock hours (six quarter hours or four semester hours) of course work since the issuance of the most recent certificate as approved by the employing school district or approved private school.

(2) Substitute certificate.

(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 thirty consecutive school days during the school year in any one assignment. This certificate may be issued to:

(i) Teachers, educational staff associates or administrators whose state of regular Washington certificates have expired; or

(ii) Persons who have completed state approved preparation programs and baccalaureate degrees at regionally accredited colleges and universities for certificates; or

(iii) Persons applying as out-of-state applicants who qualify for certification pursuant to WAC 180-79A-205 (2)(c) and (d).

(b) The substitute certificate is valid for life:

(c) *Provided*, That if the district or approved private school has exhausted or reasonably anticipates it will exhaust its list of qualified substitutes who are willing to serve as substitutes, the superintendent of public instruction may issue emergency substitute certificates to persons not fully qualified under this subsection for use in a particular school district or approved private school once the list of otherwise qualified substitutes has been exhausted. Such emergency substitute certificates shall be valid for three years or less, as evidenced by the expiration date which is printed on the certificate.

(3) Emergency certification.

(a) Emergency certification for specific positions may be issued upon the recommendation of school district and educational service district superintendents or approved private school administrators to persons who hold the appropriate degree and have substantially completed a program of preparation in accordance with Washington requirements for certification: *Provided*, That a qualified person who holds regular certification is not available or that the position is essential and circumstances warrant consideration of issuance of an emergency certificate: *Provided further*, That a candidate for emergency certification as a school counselor, school psychologist, or social worker shall be the best qualified of the candidates for the position as verified by the employing school district and shall have completed all course work for the required master's degree with the exception of the internship: *Provided further*, That a candidate for emergency certification as a school psychologist shall be enrolled in an approved school psychologist preparation program and shall be participating in the required internship.

(b) The emergency certificate is valid for one year or less, as evidenced by the expiration date which is printed on the certificate.

(4) Nonimmigrant alien exchange teacher. Applicants for certification as a nonimmigrant alien exchange teacher must qualify pursuant to WAC 180-79A-220 and be eligible to serve as a teacher in the elementary or secondary schools of the country of residence.

[Statutory Authority: RCW 28A.410.010. 98-01-033, § 180-79A-230, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-230, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-236 Instructional specialist certificate. In order to provide opportunities for persons of unusual distinction or exceptional talent to teach in Washington, the state board of education establishes the instructional specialist certificate that shall be issued under the specific circumstances set forth below:

Instructional specialist certificate.

(1) Such certificates are issued upon application by the local school district or educational service district superintendent or approved private school administrator for a limited assignment and responsibility in a specified activity/field to persons:

(a) Who have unusual distinction or exceptional talent which is able to be demonstrated through public records of accomplishments and/or awards;

(b) Whose records of accomplishments or awards are documented by the local school district or educational service district superintendent or approved private school administrator who has requested such a certificate;

(c) Who meets the age, good moral character, and personal fitness requirements of WAC 180-79A-150 (1) and (2).

(2) Individuals who meet the following conditions may apply directly to the state board of education:

(a) They intend to teach in more than one school district or approved private school on an occasional or part-time basis;

(b) They provide documentation that there is widespread recognition at the state and/or national level of their unusual distinction or exceptional talent; and

(c) They meet the age, good moral character, and personal fitness requirements of WAC 180-79A-150 (1) and (2).

(3) Such certification applications will be reviewed by the office of the superintendent of public instruction and approved by the state board of education before issuance of the certificate.

(4) The hiring school districts or educational service district superintendent or approved private school administrator will establish the following conditions for employment:

(a) The individual will be delegated primary responsibility for planning, conducting, and evaluating instructional activities with the direct assistance of a school district or approved private school mentor and will not be serving in a paraprofessional role which would not require certification;

(b) Personnel so certificated will be oriented and prepared for the specific assignment by the employing district or approved private school. A written plan of assistance will be developed, in cooperation with the person to be employed within twenty working days from the commencement of the assignment. In addition, prior to teaching the person will be apprised of any legal liability, the responsibilities of a professional educator, the lines of authority, and the duration of the assignment;

(c) Within the first sixty working days of employment, personnel so certificated will complete sixty clock hours (six quarter hours or four semester hours) of study in pedagogy and/or child/adolescent development appropriate to the

assigned grade level(s) as approved by the employing school district or approved private school.

(5) The certificate is valid for two years or less and only for the activity specified. The certificate may be reissued for two years and for two-year intervals thereafter only upon application to and approval by the state board of education. Such application shall include recommendations from all employing school districts or approved private schools, describing the extent to which the person was successful in his or her teaching assignment.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-236, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-241 Internship certificate. In order to broaden the base of persons eligible to pursue teaching careers, the state board of education establishes a teaching internship certificate pilot project under the specific circumstances set forth below:

Internship certificate.

(1) Candidates shall be eligible for internship certificates which allow the holder full authority to serve as a part-time or full-time teacher and will be subject to the local school district's or approved private school's evaluation procedures under the following conditions:

(a) Persons must possess a master's degree and have a minimum of forty-five quarter hours (thirty semester hours) in an endorsement area or in a directly related area of study; or a bachelor's degree with a minimum of forty-five quarter hours (thirty semester hours) in an endorsement area or in a directly related area of study and at least five years of relevant work experience, subsequent to the bachelor's degree, as determined by the college or university;

(b) Candidates must be admitted to an approved Washington state college or university teacher education program, and hold a contract for employment as a teacher in a participating school district or approved private school or be given written notice of other program or placement options if the candidate does not hold a contract. Candidates would be eligible for the internship certificate only upon completion of the college or university course work, as specified in subsection (2)(d) of this section, and employment in a participating school district or approved private school;

(c) Notwithstanding the provisions above or other provisions in this section, in order to conduct a field test of an alternative model for the internship certificate, Teach for America resident teachers participating in a professional teaching residency shall be eligible for internship certificates for the two years of their residency program if they are employed by the Seattle School District.

The internship certificate shall be issued for up to two years. The internship certificates shall be endorsed on the basis of the academic requirements in WAC 180-79A-304. If a resident teacher does not continue in the program for the full two years, the certificate shall become invalid when the resident teacher leaves the program.

Prior to teaching under the internship certificate, the resident teacher shall have studied issues of abuse, child or adolescent psychology, classroom management, methods of instruction in the appropriate endorsement area, the legal responsibilities of the professional educator, reading in the

content area, and the safety and supervision of children.

If a resident teacher has not completed such study in the summer training program, the Seattle School District shall be responsible for assuring that each resident teacher has completed the required study prior to teaching. The resident teacher shall continue study throughout the two years in appropriate workshops or courses as determined by the Seattle School District and Teach for America.

The resident teacher shall receive on-site assistance throughout the two years.

The assessment of the professional teaching residency field test will focus specifically on the effective recruitment of outstanding individuals (especially minority candidates), the performance-based assessment process, and the teaching effectiveness demonstrated by the resident teachers who complete the program.

At the completion of their two-year internships, resident teachers shall be eligible for the initial certificate upon recommendation by the Seattle School District and by a review board of experienced educators. The authorization for the Teach for America field test extends from the 1994-95 school year through the 1998-99 school year.

An advisory board shall be established by Teach for America and the Seattle School District to assure the active involvement of interested persons, including teachers, principals, representatives of higher education, administrators, and parents in the ongoing review of the professional teaching residency program in order:

(i) To assure that the program is consistent with Seattle School District goals and priorities; and

(ii) To provide ongoing feedback to Teach for America and the Seattle School District.

An evaluation of the program shall be completed prior to the close of the first school year by a professional education advisory committee subcommittee, which shall include a site visit to the Seattle School District and the collection of data from the resident teachers and other parties, including, but not limited to, relevant students, teachers, principals, administrators, and parents. Findings from the evaluations shall be reviewed by the professional education advisory committee. Recommendations for continuation, revisions, or discontinuation of the professional teaching residency program shall be submitted by the professional education advisory committee to the state board of education. On the basis of the evaluation, the state board of education may rescind the authorization for any additional recruitment of resident teachers prior to the beginning of the next school year.

Prior to September 1, 1998, the professional education advisory committee shall review the evaluations of the teaching residency program and make recommendations to the state board on its future status.

(2) The college or university approved internship program shall be designed as follows:

(a) Students shall proceed through the program as a cohort group;

(b) The program shall be a minimum of forty-five quarter hours (thirty semester hours) of upper division and/or graduate study and must meet the state board of education standards for approved programs;

(c) The program shall provide the intern a minimum of

fifteen quarter hours (ten semester hours) of study prior to the beginning of the school year, five quarter hours (three semester hours) for each quarter/semester of the school year and fifteen quarter hours (ten semester hours) in the summer following the first year of teaching;

(d) Prior to beginning teaching, the candidate must complete a minimum of fifteen quarter hours (ten semester hours) of course work in pedagogy including but not limited to: Child or adolescent psychology, classroom management, methods instruction in the appropriate endorsement area, the legal responsibilities of the professional educator, reading in a content area, and the safety and supervision of children (the course work must include forty hours of observation of school students in learning situations);

(e) During each quarter/semester the interns shall participate in a college/university three hour seminar weekly in order to provide the interns with peer interaction and assistance on issues associated with their teaching experiences;

(f) The college/university shall assign a college supervisor to work with each intern;

(g) The school district or approved private school shall assign a staff member to serve as a mentor (who shall be selected using the criteria established for the teacher assistance program) for each intern;

(h) The school district or approved private school and the college/university shall specify in detail the resources they will provide and the procedures they will follow to assure that the intern is qualified to assume full-time responsibility when placed in the classroom as a teacher;

(i) The year of internship teaching shall be deemed comparable to the state board of education student teaching requirement, provided, the college/university evaluates the intern's teaching as satisfactory. The local school district or approved private school evaluation of the intern shall be shared with the college/university in making its decision;

(j) The internship certificate shall be issued for one year and may be renewed only once for one additional year to persons who for good cause were unable to complete the program upon recommendation by the college or university where the person is enrolled in the teacher education program.

(3) At least one college/university and one school district or approved private school that meet the following criteria shall be approved by the state board of education to conduct this pilot program:

(a) Colleges and universities and school districts or approved private schools wishing to participate in this program must submit joint proposals to the state board of education for its consideration, provided, one college/university may have joint agreements with more than one school district or approved private school and may include within such agreements a cooperative arrangement with an educational service district.

(b) Colleges/universities and school districts or approved private schools shall submit a detailed description of the program based on the requirements in subsection (2) of this section, provided, the state board of education will consider modifications to the requirements if the proposal indicates how the intent of the program can be met in a different curricular design.

(4) The internship teaching program shall be reviewed annually by the respective professional education advisory board and evaluated by the professional education advisory committee during its third year of operation. After receiving the recommendation from the professional education advisory committee, the state board of education shall determine whether or not or under what circumstances the pilot project shall be continued.

(5) The pilot project shall terminate on August 31, 1999, with the exception of the field test described in subsection (1)(c) of this section unless the state board of education extends or revises the existing program.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-241, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-300 Certificate endorsement.

Teacher certificates shall be endorsed as follows:

(1) Teacher certificates shall specify endorsements in subject area(s) and grade level(s).

(2) In order to change or add an endorsement to any teaching certificate, the candidate must complete an application, pay the certification fee specified in WAC 180-79A-130, and submit verification of completion of the necessary requirements specified in this chapter: *Provided*, That in order to change or add an endorsement to any teaching certificate in the vocational areas of agriculture education, business education, family and consumer sciences education, marketing education, and technology education after August 31, 1999, the candidate must also complete requirements under WAC 180-77-031.

[Statutory Authority: RCW 28A.410.010. 98-01-027, § 180-79A-300, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-300, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-302 Authorized endorsement for teachers. Endorsements for grade levels, and subject areas within such grade levels, for certificated teachers shall be limited to the following:

(1) Preschool through grade three endorsements shall be granted in the subject area of:

- (a) Early childhood special education;
- (b) Early childhood education.

(2) Grade kindergarten through grade eight endorsements shall be granted in the subject area of elementary education which shall include all subject areas taught in such grades.

(3) Grade kindergarten through grade twelve endorsements shall be granted in:

- (a) Art;
- (b) Music (broad subject area endorsement) and the specialized subject areas of:
 - (i) Choral music;
 - (ii) Instrumental music;
 - (c) Physical education;
 - (d) Reading;
 - (e) Designated foreign language;
 - (f) Special education;
 - (g) Learning resources;
 - (h) English as a second language;
 - (i) Bilingual education.
- (4) Grade four through grade twelve endorsements shall

be granted in:

(a) English/language arts (broad subject area endorsement) and the specialized English/language arts subject areas of:

- (i) Drama;
- (ii) English;
- (iii) Journalism;
- (iv) Speech.

(b) Science (broad subject area endorsement) and the specialized science subject areas of:

- (i) Biology;
- (ii) Chemistry;
- (iii) Earth science;
- (iv) Physics.

(c) Social studies (broad subject area endorsement) and the specialized social studies subject areas of:

- (i) Anthropology;
- (ii) Economics;
- (iii) Geography;
- (iv) History;
- (v) Political science;
- (vi) Psychology;
- (vii) Sociology.

(d) The specialized subject areas of:

(i) Comparative religion;

(ii) Instructional technology (formerly computer science);

- (iii) Health;
- (iv) Mathematics;
- (v) Philosophy.

(e) The vocational areas of:

- (i) Agriculture education;
- (ii) Business education;
- (iii) Family and consumer sciences education;
- (iv) Marketing education;
- (v) Technology education (formerly industrial arts).

(5) Traffic safety endorsements may be noted on certificates issued under this chapter if the candidate meets the requirements of the regulations promulgated by the superintendent of public instruction pursuant to RCW 28A.220.020(3).

[Statutory Authority: RCW 28A.410.010. 98-01-027, § 180-79A-302, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-302, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-304 Minimum preparation for endorsements for teachers. Endorsements granted teachers shall comply with the following:

(1) Endorsements—with the exception of the broad subject area endorsements of English/language arts, music, science, and social studies, and the areas of agriculture education, business education, family and consumer sciences education, marketing education, and technology education which shall require the satisfactory completion of a minimum of forty-five quarter hours (thirty semester hours) of course work—shall require the satisfactory completion of a minimum of twenty-four quarter hours (sixteen semester hours) of course work in the subject area in a regionally accredited institution of higher education or in a college or university with a professional preparation program approved by the state board of education pursuant to chapter 180-79A

WAC.

(2) Reasonable flexibility shall be permitted in establishing equivalencies for specified subject area course work. The test for substitution of an equivalent course for a stated subject area course is a factual determination that the subject matter content of the equivalent course, or combination of courses, substantially complies with the generally recognized course content of the subject area course.

(3) Course work used to meet endorsement requirements must be completed through a regionally accredited college/university and may not include student teaching credits.

(4) Only course work in which an individual received a grade of C (2.0) or higher or a grade of pass on a pass-fail system of grading shall be counted toward the required minimum number of credit hours as defined in WAC 180-79A-304.

(5) When existing requirements regarding the number of credit hours, the titles for endorsements, and/or the essential areas of study are revised by the state board of education for any endorsement area, the candidate may, until the first day of September following two calendar years from the effective date of the rule change, obtain the endorsement by completing either the previous or the revised requirements. Following the September first date established above, all candidates shall meet the revised requirements to obtain an endorsement.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-304, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-306 Subject area endorsement recommendations by colleges and universities. Applicants for subject area endorsements may apply directly to a Washington college or university with an approved preparation program in the particular subject area. Only applicants who have provided sufficient evidence of completion of the required course work and the essential areas of study for the particular subject area endorsement or who have passed written examinations pursuant to WAC 180-79A-308 shall be recommended, by the college or university, to the superintendent of public instruction for an endorsement in such subject area: *Provided*, That nothing within this chapter precludes a college or university from adopting additional requirements as conditions for recommendation, by such college or university, to the superintendent of public instruction for a particular subject area endorsement.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-306, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-308 Endorsement by examination. In lieu of completing the required number of credit hours and the essential areas of study, or any portion of such requirements, individuals may add endorsements to an initial or continuing teaching certificate by examination in one of the following ways:

(1) An individual may add an endorsement to a teaching certificate by obtaining a score of not less than one-half standard deviation below the mean on a graduate record examination in the subject matter area for which endorsement is sought.

(2) Washington colleges and universities with an approved preparation program for teachers may waive all or

any portion of the requirement for a particular endorsement and recommend the candidate to the superintendent of public instruction for the particular endorsement if the following conditions are met:

(a) The candidate is required to demonstrate subject matter competency for all or a portion of the requirement waived through passage of one or more written examinations.

(b) In the case of waiver of an essential area of study, a faculty member regularly responsible for teaching a course which covers that essential area of study must attest to the fact that the proposed examination is of sufficient scope and depth to evaluate the candidate's knowledge of the essential area of study.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-308, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-310 Subject area endorsements through SPI. Applicants for subject area endorsements may apply directly to the superintendent of public instruction for a particular subject area endorsement. The application for a particular subject area endorsement shall include the following:

(1) A list of the essential areas of study for a particular subject area endorsement.

(2) Space for the applicant to document the college or university credit hours and/or approved in-service education programs which meet the credit hour requirements in the essential area of study.

(3) Space for the applicant to list all college or university credit hours and approved in-service education programs which are applicable to the minimum credit hour requirements and to indicate which type of evidence—i.e., college transcripts, in-service records, or other reliable documentation—will be forwarded to the superintendent of public instruction.

(4) An affidavit to be signed by the applicant that the information submitted is accurate.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-310, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-311 Specialty areas of study. (1) Specialty areas of study in middle grades, gifted, and at-risk students shall be recognized by the state board of education on the basis of the following:

(a) Completion of twelve quarter hours (eight semester hours) of academic study from a regionally accredited college or university directly addressing knowledge and skills relevant to the respective specialty area as recommended by the respective college/university PEAB; and

(b) Recommendation of the individual by the college/university that has offered the specialty area of study.

(2) Specialty areas of study are not endorsements and shall have no bearing on assignment policies as outlined in chapter 180-16 WAC.

(3) The recognition of specialty areas of study shall in no way impact the requirements for obtaining or maintaining an initial or continuing certificate.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-311, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-312 Award of college or university credit hours for experience. College and/or university credit hours awarded by accredited institutions of higher education for knowledge acquired in occupational or other experiences shall be recognized as meeting the minimum course work credit hours and/or the essential areas of study for a particular subject area endorsement if the college or university notes on its issued transcript that credit hours have been awarded for specific courses offered by such college or university.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-312, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-315 In-service in lieu of college and university credit hours. The following shall govern the substitution of approved in-service education—i.e., sponsored by an approved in-service education provider pursuant to chapter 180-85 WAC—toward the minimum course work credit hours for a particular subject area endorsement and/or for meeting an essential area of study:

(1) The in-service education program must be offered by an in-service education agency approved pursuant to chapter 180-85 WAC.

(2) The in-service education program must be specifically designed by the in-service education agency to serve as a substitute for course work in the specified subject area or areas and/or as meeting a designated essential area of study. The criterion for determining whether the in-service education program is specifically designed for such purpose is whether the in-service program's content is recognized as equivalent in content to what is generally recognized as the content of an equivalent course in an accredited college or university.

(3) The length of the in-service education program is at least ten continuing education hours.

(4) The in-service education agency must hold the recipient accountable for successful completion of the in-service education program through evaluation by an examination or some other work product provided by the recipient.

(5) The in-service education agency must provide the recipient with a letter, certificate, or other written document which indicates the following:

(a) The in-service education agency has been approved by the state board of education.

(b) The subject area or areas and/or the designated essential area of study for which the in-service education program was specifically designed to meet.

(c) The number of continuing education hours awarded.

(d) A statement that the recipient received a passing mark on an examination or some other work product which was evaluated by the in-service education agency.

(6) The in-service education agency must provide the superintendent of public instruction with the following fourteen calendar days prior to commencement of the in-service program:

(a) The dates and location of places where the in-service program will be offered.

(b) The names and qualification of the instructor or instructors who will be assisting in the in-service program.

(c) An outline of the topics to be covered within each in-service session.

(d) A description of the examination or work product which will be used to evaluate the participants.

(e) An invitation for a representative of the superintendent of public instruction and representative of the professional education advisory committee to attend and observe the in-service program.

(7) Upon completion of an in-service education program, the in-service education agency must provide the superintendent of public instruction the following:

(a) A copy of all program materials distributed to participants.

(b) A copy of the evaluation instrument and the results therefrom.

(8) *Provided*, That no more than one-third of the minimum course work credit hours required for a subject area endorsement may be met through in-service based on ten hours of approved in-service education for one-quarter hour of credit.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-315, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-317 Evaluation of in-service in lieu of college and university credit hours by PEAC. The professional education advisory committee shall review materials submitted to the superintendent of public instruction pursuant to WAC 180-79A-315, conduct an evaluation of such in-service programs, and report to the superintendent of public instruction and the state board of education its recommendation regarding the continuation of such program and/or the advisability of removing or modifying the limitation on number of in-service credit hours that may be applied to an endorsement.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-317, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-320 Agriculture education—Subject area endorsements. In order to receive an endorsement in agriculture education, the candidate shall have completed the minimum course work credit hours in the subject area of agriculture—e.g., agriculture, agronomy, and animal science—including, but not limited to, credit hours in each of the following essential areas of study:

(1) Plant science, agronomy, or horticulture.

(2) Soil science.

(3) Animal science or animal husbandry.

(4) Agriculture mechanics.

(5) Agriculture economics.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-320, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-322 Anthropology—Subject area endorsement. In order to receive an endorsement in anthropology, the candidate shall have completed the minimum course work credit hours in the subject area of anthropology, including, but not limited to, credit hours in each of the following essential areas of study:

(1) Cultural anthropology.

(2) Physical anthropology.

(3) Archeology.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-322, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-324 Art—Subject area endorsement.

In order to receive an endorsement in art, the candidate shall have completed the minimum course work credit hours in the subject area of art, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Art history or criticism.
- (2) Aesthetics or philosophy of art.
- (3) Drawing.
- (4) Painting.
- (5) Sculpture.
- (6) Instructional methods in art.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-324, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-326 Bilingual education—Subject area endorsement.

In order to receive an endorsement in bilingual education, the candidate shall have completed the minimum course work credit hours in the subject area of bilingual education, which shall include, but not be limited to, one-half or more of the minimum course work credit hours for an endorsement in a designated foreign language and credit hours in each of the following essential areas of study:

- (1) Linguistics.
- (2) Instructional methods in English as a second language.
- (3) History and/or theories of bilingual education.
- (4) Instructional methods in bilingual education.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-326, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-328 Biology—Subject area endorsement.

In order to receive an endorsement in biology, the candidate shall have completed the minimum course work credit hours in the subject area of biology, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Genetics.
- (2) Ecology or evolution theory.
- (3) Botany, including laboratory experience therein.
- (4) Zoology, including laboratory experience therein.
- (5) Laboratory management and safety.
- (6) Science technology and society or bioethics.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-328, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-330 Business education—Subject area endorsement.

In order to receive an endorsement in business education, the candidate shall have completed the minimum course work credit hours in the subject area of business education—e.g., business administration, business education, and accounting—including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Business organization or management.
- (2) Office procedures or applications.
- (3) Information processing, word processing, or machine transcription.
- (4) Microcomputer application.
- (5) Instructional methods in keyboarding.
- (6) Instructional methods in accounting.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-330, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-332 Chemistry—Subject area endorsement.

In order to receive an endorsement in chemistry, the candidate shall have completed the minimum course work credit hours in the subject area of chemistry, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Organic chemistry, including laboratory experience therein.
- (2) Inorganic chemistry, including laboratory experience therein.
- (3) Analytic chemistry, including laboratory experience therein.
- (4) Physical chemistry.
- (5) Laboratory management and safety.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-332, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-333 Comparative religion—Subject area endorsement.

In order to receive an endorsement in comparative religion, the candidate shall have completed the minimum course work credit hours in the subject area of comparative religion, including but not limited to, credit hours in each of the essential areas of, history and/or development of comparative religious thought, and issues and trends in modern religions, plus two other essential areas of study:

- (1) History and/or development of comparative religious thought.
- (2) Issues and trends in modern religions.
- (3) Ethics.
- (4) Aesthetics.
- (5) Epistemology.
- (6) Metaphysics.
- (7) Logic.
- (8) History of philosophy.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-333, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-334 Instructional technology (formerly computer science)—Subject area endorsement.

In order to receive an endorsement in instructional technology, the candidate shall have completed the minimum course work credit hours in the subject area of instructional technology, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Technology and society, i.e., ethical use.
- (2) Computer networks and telecommunication system, e.g., Internet.
- (3) Instructional hardware usage and classroom applications.
- (4) Instructional software, including word processing, data base management systems, spreadsheets and use of multimedia tools, e.g., sound, video, hypertext, and graphics.
- (5) Development of student learning activities which integrate technology tools and telecommunications.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-334, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-336 Designated foreign language—Subject area endorsement. In order to receive an endorsement in a designated foreign language, the candidate shall have completed the minimum course work credit hours in the subject area of the designated foreign language, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Writing/composition in the designated foreign language.
- (2) Conversation in the designated foreign language.
- (3) Reading in the designated foreign language.
- (4) History and culture of the designated foreign language.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-336, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-338 Drama—Subject area endorsement. In order to receive an endorsement in drama, the candidate shall have completed the minimum course work credit hours in the subject area of drama, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Acting skills.
- (2) Theater production.
- (3) Theater history or history of drama.
- (4) Creative drama.
- (5) Theater directing.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-338, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-340 Early childhood education, regular—Subject area endorsement. In order to receive an endorsement in early childhood education, regular, the candidate shall have completed the minimum course work credit hours in the subject area of early childhood education—e.g., preschool, early childhood, and elementary education, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) All essential areas of study for an endorsement in elementary education.
- (2) Issues and trends in early childhood education.
- (3) Instructional methods in early childhood or pre-school education.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-340, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-342 Early childhood education, special education—Subject area endorsement. In order to receive an endorsement in early childhood education, special education, the candidate shall have completed the minimum course work credit hours in the subject area of special education and early childhood education, the credit hours in each of the essential areas of study for an endorsement in the subject area of special education, and credit hours in each of the following essential areas of study:

- (1) Issues and trends in early childhood education.
- (2) Instructional methods in early childhood education.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-342, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-344 Earth science—Subject area endorsement. In order to receive an endorsement in earth science, the candidate shall have completed the minimum course work credit hours in the subject area of earth science—e.g., geology, mineralogy, oceanography, astronomy, and meteorology—including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Physical geology.
- (2) Historical geology.
- (3) Environmental geology.
- (4) Oceanography.
- (5) Astronomy.
- (6) Meteorology.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-344, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-346 Economics—Subject area endorsement. In order to receive an endorsement in economics, the candidate shall have completed the minimum course work credit hours in the subject area of economics, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Macroeconomics.
- (2) Microeconomics.
- (3) History and/or development of economic thought.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-346, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-348 Elementary education—Subject area endorsement. In order to receive an endorsement in elementary education, the candidate shall have completed the minimum course work credit hours in the subject area of elementary education, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Child growth and development.
- (2) Classroom organization and management.
- (3) Instructional methods in reading.
- (4) Instructional methods in mathematics.
- (5) Instructional methods in language arts.
- (6) Instructional methods in science.
- (7) Instructional methods in social studies.
- (8) Instructional methods in art.
- (9) Instructional methods in music.
- (10) Instructional methods in physical education.
- (11) Instructional methods in health education.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-348, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-350 English—Subject area endorsement. In order to receive an endorsement in English, the candidate shall have completed the minimum course work credit hours in the subject area of English, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Writing/composition.
- (2) American literature.
- (3) World literature representing a variety of diverse cultures, including British literature.
- (4) Linguistics or structure of language.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-350, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-352 English as a second language—Subject area endorsement. In order to receive an endorsement in English as a second language, the candidate shall have completed the minimum course work credit hours in the subject area of English as a second language—e.g., English, elementary education, and English as a second language—including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Structure of language or language acquisition.
- (2) Culture and learning for the ESL student.
- (3) Instructional methods in language arts for the ESL student.
- (4) Instructional methods in reading for the ESL student.
- (5) Instructional methods in English as a second language.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-352, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-354 English/language arts—Broad subject area endorsement. In order to receive an endorsement in English/language arts, the candidate shall have completed the minimum course work credit hours in the specialized subject areas of English/language arts, the credit hours in each of the essential areas of study for an English subject area endorsement, and credit hours selected from the essential areas of study in each of the specialized English/language arts subject areas of:

- (1) Drama.
- (2) Speech.
- (3) Journalism.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-354, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-356 Geography—Subject area endorsement. In order to receive an endorsement in geography, the candidate shall have completed the minimum course work credit hours in the subject area of geography, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Physical geography.
- (2) Human or cultural geography.
- (3) Economic geography.
- (4) North American or other regional geography.
- (5) Map reading and analysis.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-356, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-358 Health—Subject area endorsement. In order to receive an endorsement in health, the candidate shall have completed the minimum course work credit hours in the subject area of health, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Substance use and abuse.
- (2) Wellness and illness.
- (3) Nutrition.
- (4) Human physiology.
- (5) Safety education.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-358, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-360 History—Subject area endorsement. In order to receive an endorsement in history, the candidate shall have completed the minimum course work credit hours in the subject area of history, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Washington state or Pacific Northwest history and government.
- (2) United States history.
- (3) World, Western, or Pacific Rim history or civilizations.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-360, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-362 Family and consumer sciences education (formerly home and family life education)—Subject area endorsement. In order to receive an endorsement in family and consumer sciences education, the candidate shall have completed the minimum course work credit hours in the subject area of family and consumer sciences education, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Family relations.
- (2) Child growth and development.
- (3) Nutrition.
- (4) Consumer education or resource management.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-362, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-364 Technology education (formerly industrial arts)—Subject area endorsement. In order to receive an endorsement in technology education, the candidate shall have completed the minimum course work credit hours in the subject area of technology education, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Industrial safety.
- (2) Technology education.
- (3) Industrial arts program management.
- (4) Manufacturing, construction, communications, or transportation.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-364, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-366 Marketing education—Subject area endorsement. In order to receive an endorsement in marketing education, the candidate shall have completed the minimum course work credit hours in the subject area of marketing education—e.g., business administration, business or marketing education, and economics—including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Selling.
- (2) Economics.
- (3) Retail management.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-366, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-368 Journalism—Subject area endorsement. In order to receive an endorsement in journalism, the candidate shall have completed the minimum course work credit hours in the subject area of journalism, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) News and feature writing.
- (2) Copy editing.
- (3) News production.
- (4) Copy makeup and design.
- (5) Legal rights and liabilities of the press.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-368, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-370 Learning resources—Subject area endorsement. In order to receive an endorsement in learning resources, the candidate shall have completed the minimum course work credit hours in the subject area of learning resources, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Library/media materials selection.
- (2) Materials production.
- (3) Literature for children and young adults.
- (4) Information services.
- (5) Learning resources management.
- (6) Instructional methods in learning resources.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-370, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-372 Mathematics—Subject area endorsement. In order to receive an endorsement in mathematics, the candidate shall have completed the minimum course work credit hours in the subject area of mathematics, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Euclidean geometry.
- (2) Non-Euclidean geometry.
- (3) Differential calculus.
- (4) Integral calculus.
- (5) Discrete mathematics.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-372, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-374 Music—Broad subject area endorsement. In order to receive an endorsement in music, the candidate shall have completed the minimum course work credit hours in the subject area of music, the requirements for an endorsement in the specialized subject areas of choral music and instrumental music, and at least an additional six quarter (four semester) hours of credit hours of performance experience in both choral music and instrumental music.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-374, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-376 Choral music—Subject area endorsement. In order to receive an endorsement in choral music, the candidate shall have completed the minimum course work credit in the subject area of music, including at least three quarter hours (two semester hours) of perfor-

mance experience in choral music, and credit hours in each of the following essential areas of study:

- (1) Score reading.
- (2) Music theory.
- (3) Music history and/or culture.
- (4) Conducting.
- (5) Instructional methods in choral music.
- (6) Instructional methods in general music.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-376, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-378 Instrumental music—Subject area endorsement. In order to receive an endorsement in instrumental music, the candidate shall have completed the minimum course work credit hours in the subject area of music, including at least three quarter hours (two semester hours) of performance experience in instrumental music, and credit hours in each of the following essential areas of study:

- (1) Score reading.
- (2) Music theory.
- (3) Music history and/or culture.
- (4) Conducting.
- (5) Instructional methods in instrumental music.
- (6) Instructional methods in general music.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-378, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-379 Philosophy—Subject area endorsement. In order to receive an endorsement in philosophy, the candidate shall have completed the minimum course work credit hours in the subject area of philosophy, including but not limited to, credit hours in a minimum of four of the following areas of essential study:

- (1) Ethics.
- (2) Aesthetics.
- (3) Epistemology.
- (4) Metaphysics.
- (5) Logic.
- (6) History of philosophy.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-379, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-380 Physical education—Subject area endorsement. In order to receive an endorsement in physical education, the candidate shall have completed the minimum course work credit hours in the subject area of physical education, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Care and prevention of student injury including first aid.
- (2) Kinesiology.
- (3) Exercise physiology.
- (4) School physical education, sports, or athletic law.
- (5) Sociology and/or psychology of sports.
- (6) Instructional methods in physical education for the handicapped.
- (7) Instructional methods in physical education.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-380, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-382 Physics—Subject area endorsement. In order to receive an endorsement in physics, the candidate shall have completed the minimum course work credit hours in the subject area of physics, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Mechanics, including laboratory experience therein.
- (2) Electricity and magnetism, including laboratory experience therein.
- (3) Light and sound, including laboratory experience therein.
- (4) Thermodynamics, modern physics, or astronomy.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-382, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-384 Political science—Subject area endorsement. In order to receive an endorsement in political science, the candidate shall have completed the minimum course work credit hours in the subject area of political science, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) American government.
- (2) International relations or studies.
- (3) Comparative government or political systems.
- (4) Political theory.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-384, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-386 Psychology—Subject area endorsement. In order to receive an endorsement in psychology, the candidate shall have completed the minimum course work credit hours in the subject area of psychology, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Human behavior.
- (2) Learning theories.
- (3) Developmental psychology.
- (4) Interpersonal psychology.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-386, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-388 Reading—Subject area endorsement. In order to receive an endorsement in reading, the candidate shall have completed the minimum course work credit hours in the subject area of reading, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Reading development.
- (2) Reading diagnosis and prescription.
- (3) Children and adolescent literature.
- (4) Instructional methods in reading.
- (5) Instructional methods in reading in the content areas.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-388, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-390 Science—Broad subject area endorsement. In order to receive an endorsement in science, the candidate shall have completed the minimum course work credit hours in the specialized subject areas of science, the credit hours in each of the essential areas of

study for a chemistry, physics, biology, or earth science subject area endorsement, and at least nine quarter (six semester) credit hours selected from the essential areas of study in each of the specialized science subject areas of:

- (1) Chemistry, including laboratory experience therein.
- (2) Physics, including laboratory experience therein.
- (3) Biology, including laboratory experience therein.
- (4) Earth science.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-390, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-392 Sociology—Subject area endorsement. In order to receive an endorsement in sociology, the candidate shall have completed the minimum course work credit hours in the subject area of sociology, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Group behavior.
- (2) Social institutions.
- (3) Social process.
- (4) Theory and history of sociology.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-392, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-394 Social studies—Broad subject area endorsement. In order to receive an endorsement in social studies, the candidate shall have completed the minimum course work credit hours in the specialized subject areas of social studies, the credit hours in each of the essential areas of study for a history subject area endorsement, credit hours in American government, and credit hours selected from the essential areas of study in each of the specialized social studies subject areas of:

- (1) Economics.
- (2) Anthropology, sociology, or psychology.
- (3) Geography.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-394, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-396 Special education—Subject area endorsement. In order to receive an endorsement in special education, the candidate shall have completed the minimum course work credit hours in the subject area of special education, including, but not limited to, credit hours in each of the following essential areas of study:

- (1) Exceptionality.
- (2) Alternative delivery systems and strategies for special education.
- (3) Student assessment and evaluation.
- (4) Procedural and substantive legal issues in special education.
- (5) Instructional methods in special education.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-396, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-398 Speech—Subject area endorsement. In order to receive an endorsement in speech, the candidate shall have completed the minimum course work credit hours in the subject area of speech, including, but not

limited to, credit hours in each of the following essential areas of study:

- (1) Public speaking.
- (2) Debate.
- (3) Group process.
- (4) Interpersonal communication.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-398, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-403 Levels of certificates, initial and continuing. Two levels of certification may be issued: *Provided*, That, after August 31, 2000, initial and continuing certificates will be issued only to previous Washington certificate holders, pursuant to WAC 180-79A-160.

(1) Initial certificate. The initial teacher certificate is valid for four years and the initial administrator and educational staff associate certificates are valid for seven years. Initial teacher certificates shall be subject to renewal pursuant to WAC 180-79A-405 and 180-79A-160(7). Initial administrator and educational staff associate certificates shall not be subject to renewal.

(2) Continuing certificate. The continuing certificate is valid on a continuing basis as specified in WAC 180-79A-405(2).

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-403, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-405 Initial and continuing certificates—Renewal requirements. The following shall apply to initial and continuing certificates issued pursuant to this chapter:

- (1) Initial certificate.

An initial teacher certificate may be renewed for an additional three-year period on application and verification that the individual has completed all course work requirements from a regionally accredited institution of higher education as defined in WAC 180-78A-010(6) for continuing certification or has completed at least fifteen quarter hours (ten semester hours) of college credit course work (normally 100 level or higher) from a regionally accredited institution of higher education as defined in WAC 180-78A-010(6) since the certificate was issued or renewed. After August 31, 2000, provisions of WAC 180-79A-160 will apply.

- (2) Continuing certificate.

(a) The continuing certificates of holders who were eligible for such certificates prior to August 31, 1987, and who applied for such certificates prior to July 1, 1988, or who would have been eligible for such certificates prior to August 31, 1987, but for one of the three-year experience requirement and who complete such requirement and apply for such certificate prior to August 31, 1988, will be valid for life. Holders of valid continuing certificates affected by this subsection shall be entitled to have such certificate reissued and subject to the terms and conditions applicable to certification at the time of reissuance including the continuing education requirements of chapter 180-85 WAC.

(b) All continuing certificates not affected by the exception stated in (a) of this subsection shall lapse if the holder does not complete the continuing education requirement specified in chapter 180-85 WAC. To reinstate such a lapsed continuing certificate the individual must complete

the requirements for reinstatement stated within chapter 180-85 WAC.

[Statutory Authority: RCW 28A.410.010. 98-01-027, § 180-79A-405, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-405, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-415 Academic requirements for certification—Teachers. Candidates for teachers' certificates shall complete the following requirements in addition to those set forth in WAC 180-79A-150.

- (1) Initial.

Candidates for the initial certificate shall hold an approved baccalaureate degree from a regionally accredited college or university: *Provided*, That if the approved baccalaureate degree is in early childhood education, elementary education, or special education, the candidate also must have at least thirty quarter hours (twenty semester hours) in one of the academic fields listed in WAC 180-79A-302 (3)(a) through (e) and (4).

- (2) Continuing.

(a) Candidates who apply for a continuing certificate shall have at least forty-five quarter hours (thirty semester hours) of upper division and/or graduate work completed from a regionally accredited institution of higher education subsequent to the conferral of the baccalaureate degree: *Provided*, That if the individual is pursuing study in a new subject matter area or specialization, lower division courses in that subject area or specialization shall be accepted toward continuing certification upon completion of the requirements for an endorsement in that subject area or specialization.

(b) Candidates for a continuing certificate shall have been granted at least two subject area endorsements.

(c) Candidates who apply for a continuing certificate who have not successfully completed course work or an in-service program including a minimum of ten clock hours of instruction on issues of abuse, must complete such course work or in-service program as a condition for the issuance of a continuing certificate. The content of the course work or in-service program shall discuss the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse, and methods for teaching students about abuse of all types and their prevention.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-415, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-417 Experience requirement for continuing certification—Teachers. In addition to the academic requirements specified in WAC 180-79A-415, candidates for continuing teachers' certificates shall provide, as a condition for the issuance of a continuing certificate, documentation of one hundred eighty days or full-time equivalent or more satisfactory teaching experience with an authorized employer—i.e., school district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-417, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-420 Academic requirements for certification—Administrators. Candidates for the respective administrative certificate shall complete the following requirements in addition to those set forth in WAC 180-79A-150 and 180-79A-424.

(1) Superintendent.

(a) Initial.

(i) The candidate shall hold an approved master's degree and have completed subsequent to the baccalaureate degree at least forty-five quarter hours (thirty semester hours) of graduate level course work in education.

(ii) The candidate must meet requirements for a superintendent's certificate pursuant to WAC 180-79A-150(4).

(b) Continuing.

(i) The candidate shall hold an approved master's degree and have completed subsequent to the baccalaureate degree at least sixty quarter hours (forty semester hours) of graduate level course work in education or shall hold a doctorate in education.

(ii) The candidate must meet requirements for a superintendent's certificate pursuant to WAC 180-79A-150(4).

(2) Principal.

(a) Initial.

The candidate shall hold a master's degree and have completed an approved program for the preparation of principals.

(b) Continuing.

(i) The candidate who applies prior to August 31, 1998, shall hold an approved master's degree and completed subsequent to the baccalaureate degree at least forty-five hours (thirty semester hours) of graduate level course work in education or shall hold a doctorate in education.

(ii) The candidate who applies on or after August 31, 1998, shall have completed a program based on the state principal performance domains included in WAC 180-78A-257. Such program shall consist of at least fifteen quarter (ten semester) hours of graduate (post-initial) course work offered by a state approved principal program or one hundred fifty clock hours of study, which meet the state continuing education clock hour criteria, as determined in consultation with and approved by the employer.

(iii) The candidate must meet requirements for a principal's certificate pursuant to WAC 180-79A-150(4).

(3) Program administrator.

(a) Initial.

The candidate shall hold an approved master's degree, a master's degree required for an educational staff associate certificate, a master's degree in school nursing, occupational therapy or physical therapy, or a master's degree in public education, or business administration and have completed subsequent to the baccalaureate degree at least twenty-four quarter hours (sixteen semester hours) of graduate level course work in education.

(b) Continuing.

The candidate shall hold an approved master's degree, a master's degree required for an educational staff associate certificate, a master's degree in school nursing, occupational therapy, physical therapy, or a master's degree in public education, or business administration and have completed

subsequent to the baccalaureate degree at least thirty quarter hours (twenty semester hours) of graduate level course work in education or shall hold a doctorate in education.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-420, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-422 Experience requirement for initial endorsement—Principals. In addition to the academic requirements specified in WAC 180-79A-420(2), candidates applying for initial administrator's certificate with a principal's endorsement prior to August 31, 1998, as a condition for the issuance of such endorsement, shall present documentation of one hundred eighty days or full-time equivalent or more teaching experience with an authorized employer—i.e., school district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer. Candidates applying for the initial principal's certificate on or after August 31, 1998, shall present documentation of five hundred forty days (three school years) of full-time or more teaching in a public or private school system. No more than sixty days substitute or equivalent teaching experience may be included for this requirement.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-422, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-423 Experience requirement for continuing certification—Administrators. In addition to the academic requirements specified in WAC 180-79A-420, candidates applying for continuing administrator certificates shall provide, as a condition for issuance of a continuing certificate, documentation of one hundred eighty days or full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer. Candidates applying for the continuing principal's certificate on or after August 31, 1998, shall provide documentation of three contracted school years of full-time employment as a principal or assistant principal.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-423, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-424 Child abuse course work requirement for continuing certification—Administrators. Candidates who apply for a continuing administrator certificate after August 31, 1994, must have successfully completed course work or an in-service program including a minimum of ten clock hours of instruction on issues of abuse as a condition for the issuance of a continuing certificate. The content of the course work or in-service program shall discuss the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse, and methods for teaching students about abuse of all types and their prevention.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-424, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-430 Academic requirements for certification—School counselors, school psychologists, and school social workers. Candidates for school counselor, school psychologist and school social worker certification shall complete the following requirements in addition to those set forth in WAC 180-79A-150 and 180-79A-435: *Provided*, That it shall not be necessary for any candidate who holds a master's or doctorate degree to obtain the specified master's degree if the candidate provides satisfactory evidence to the superintendent of public instruction that he or she has completed all course work requirements relevant to the required master's degree and has satisfactorily completed a comprehensive written examination required in such master's degree program: *Provided*, That if any candidate has been awarded a master's degree without a comprehensive written examination, the candidate, as a condition for certification, shall arrange to take such an examination with any accredited college or university and provide the superintendent of public instruction with an affidavit from the chair of the department of such academic field that he or she has successfully completed the above noted comprehensive examination.

(1) School counselor.

(a) Initial.

(i) The candidate shall have completed all requirements for the master's degree (except special projects or thesis) with a major in counseling.

(ii) The candidate shall have successfully completed a written comprehensive examination of the knowledge included in the course work for the required master's degree. This examination shall be an examination of a regionally accredited institution of higher education or the National Counselor Examination (NCE) of the National Board of Certified Counselors (NBCC).

(b) Continuing. The candidate shall hold a master's degree with a major in counseling.

(2) School psychologist.

(a) Initial.

(i) The candidate shall have completed all requirements for the master's degree (except special projects or thesis) with a major or specialization in school psychology.

(ii) The candidate shall have successfully completed a written comprehensive examination of the knowledge included in the course work for the required master's degree. This examination shall be an examination from a regionally accredited institution of higher education or the National Certification of School Psychologist (NCSP) examination.

(b) Continuing. The candidate shall hold a master's degree with a major or specialization in school psychology.

(3) School social worker.

(a) Initial.

(i) The candidate shall have completed all requirements for a master's degree in social work except special projects or thesis.

(ii) The candidate shall have successfully completed a written comprehensive examination of the knowledge included in the course work for the required master's degree. This examination shall be an examination from a regionally accredited institution of higher education, the social worker

examination of the Academy of Certified Social Workers or the National Teacher Examination—School Social Worker Specialty Area examination required for certification as a school social worker by the National Association of Social Workers.

(b) Continuing. The candidate shall hold a master's degree in social work.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-430, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-433 Academic requirements for certification—School nurse, school occupational therapist, school physical therapist and school speech-language pathologist or audiologist. Candidates for school nurse, school occupational therapist, school physical therapist and school speech-language pathologist or audiologist certification shall apply directly to the professional education and certification office. Such candidates shall complete the following requirements, in addition to those set forth in WAC 180-79A-150, except state approved college/university professional preparation program:

(1) School nurse.

(a) Initial.

(i) The candidate shall hold a valid license as a registered nurse (RN) in Washington state.

(ii) The candidate shall hold a baccalaureate degree in nursing from a National League of Nursing accredited program.

(iii) The candidate shall successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include schools and society; human growth, development, and learning; American school law; legal responsibilities of the ESA; and the responsibilities of the specific ESA role in a school setting: *Provided*, That an individual who meets all other requirements but who has not completed the required course work shall be issued a temporary permit valid for one hundred eighty calendar days which will allow the individual to practice in the role. The candidate shall verify to OSPI the completion of the required course work during the one hundred eighty-day period.

(b) Continuing. The candidate shall have completed the requirements for the initial certificate as a school nurse and have completed forty-five quarter hours (thirty semester hours) of post-baccalaureate course work in education, nursing, or other health sciences.

(2) School occupational therapist.

(a) Initial.

(i) The candidate shall hold a valid license as an occupational therapist in Washington state.

(ii) The candidate shall hold a baccalaureate (or higher) degree from an American Occupational Therapy Association approved program in occupational therapy.

(iii) The candidate shall successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include schools and society; human growth, development, and learning; American school law; legal responsibilities of the ESA; and the responsibilities of the specific ESA role in a school setting: *Provided*, That an individual who meets all other requirements but who has not completed the

required course work shall be issued a temporary permit valid for one hundred eighty calendar days which will allow the individual to practice in the role. The candidate shall verify to OSPI the completion of the required course work during the one hundred eighty-day period.

(b) Continuing. The candidate shall have completed the requirements for the initial certificate as a school occupational therapist and have completed at least fifteen quarter hours (ten semester hours) of course work beyond the baccalaureate degree in occupational therapy, other health sciences or education.

(3) School physical therapist.

(a) Initial.

(i) The candidate shall hold a valid license as a physical therapist in Washington state.

(ii) The candidate shall hold a baccalaureate (or higher) degree from an American Physical Therapy Association accredited program in physical therapy.

(iii) The candidate shall successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include schools and society; human growth, development, and learning; American school law; legal responsibilities of the ESA; and the responsibilities of the specific ESA role in a school setting: *Provided*, That an individual who meets all other requirements but who has not completed the required course work shall be issued a temporary permit valid for one hundred eighty calendar days which will allow the individual to practice in the role. The candidate shall verify to OSPI the completion of the required course work during the one hundred eighty-day period.

(b) Continuing. The candidate shall have completed the requirements for the initial certificate as a school physical therapist and have completed fifteen quarter hours (ten semester hours) of course work beyond the baccalaureate degree in physical therapy, other health sciences or education.

(4) School speech-language pathologist or audiologist.

(a) Initial.

(i) The candidate shall have completed all course work (except special project or thesis) for a master's degree from a college or university program accredited by the American Speech and Hearing Association (ASHA) with a major in speech pathology or audiology. Such program shall include satisfactory completion of a written comprehensive examination: *Provided*, That if any candidate has not completed a written comprehensive examination, the candidate may present verification from ASHA of a passing score on the National Teacher's Examination in speech pathology or audiology as a condition for certification.

(ii) The candidate shall successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include schools and society; human growth, development, and learning; American school law; legal responsibilities of the ESA; and the responsibilities of the specific ESA role in a school setting: *Provided*, That an individual who meets all other requirements but who has not completed the required course work shall be issued a temporary permit valid for one hundred eighty calendar days which will allow the individual to practice in the role. The candidate shall

verify to OSPI the completion of the required course work during the one hundred eighty-day period.

(b) Continuing. The candidate shall hold a master's degree with a major in speech pathology or audiology.

[Statutory Authority: RCW 28A.410.010. 98-01-027, § 180-79A-433, filed 12/8/97, effective 1/8/98; 97-04-088, § 180-79A-433, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-435 Child abuse course work requirement for continuing certification—Educational staff associate. Candidates who apply for a continuing educational staff associate certificate after August 31, 1994, must have successfully completed course work or an in-service program including a minimum of ten clock hours of instruction on issues of abuse as a condition for the issuance of a continuing certificate. The content of the course work or in-service program shall discuss the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse, and methods for teaching students about abuse of all types and their prevention.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-435, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-440 Experience requirement for continuing certification—ESAs. In addition to the academic requirements specified in WAC 180-79A-430 and 180-79A-433, candidates for continuing educational staff associate certificates shall provide, as a condition for issuance of a continuing certificate, documentation of one hundred eighty days or full-time equivalent or more employment in the respective role with an authorized employer—i.e., school district, educational service district, state agency, college or university, private school, or private school system—and at least thirty days of such employment with the same employer.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-440, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-445 Supervised experience requirement for continuing certification. In order to obtain a continuing certificate, school counselors, school psychologists and school social workers who hold initial ESA certificates must demonstrate their respective knowledges and skills while employed in that role by passing a one-quarter or one-semester college or university course that includes peer review. The college or university shall establish the procedures for the peer review with advice from the respective professional education advisory board.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-445, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-503 Levels of certificates—Residency and professional. Two levels of certificates may be issued after August 31, 2000: *Provided*, That a professional certificate may be issued prior to August 31, 2000, pursuant to WAC 180-78A-304.

(1) Residency certificate. The residency certificate is valid for five years and shall be subject to renewal pursuant to WAC 180-79A-510(1).

(2) Professional certificate. The professional certificate is valid for seven years and shall be subject to renewal pursuant to WAC 180-79A-510(2).

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-503, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-510 Residency and professional certificates for teachers—Renewal requirements. The following shall apply to residency and professional teacher certificates issued pursuant to this chapter.

(1) Residency certificate. Residency certificates shall be renewed under one of the follow options:

(a) Individuals who hold, or have held, a residency certificate and are enrolled in a professional certificate program may have the certificate renewed for an additional two years upon verification by the professional certificate administrator that the candidate is making satisfactory progress in a state approved professional certificate program.

(b) Individuals who hold, or have held, residency certificates who have not been employed as contracted teachers in Washington may have their residency certificates renewed for an additional five years by the completion of fifteen quarter credits (ten semester credits) of college credit course work (normally one hundred level or higher) from a regionally accredited institution of higher education taken since the issuance of the residency certificate.

(c) All other individuals who hold, or have held, residency certificates may have their certificates renewed only by appeal to the state board of education, or its designated appeals committee. The following conditions apply to such appeals:

(i) Teachers who appeal shall present a rationale and evidence to support their request to have their residency certificates renewed.

(ii) The state board of education, or its designated appeals committee, in making its decision shall determine the length of the renewal and may establish specific conditions (such as course work requirements) as prerequisites for the reissuance of the residency certificate.

(2) Professional certificate. A professional certificate may be renewed for additional seven year periods. Prior to August 31, 2000, the state board of education will establish requirements for renewal of the professional certificate.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-510, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-515 Academic requirements for certification—Teachers. Candidates for teachers' certificates shall complete the following requirements in addition to those set forth in WAC 180-79A-150.

(1) Residency. Candidates for the residency certificate shall hold an approved baccalaureate degree from a regionally accredited college or university: *Provided*, That if the approved baccalaureate degree is in early childhood education, elementary education, or special education, the candidate also must have at least thirty quarter hours (twenty semester hours) in one of the academic fields listed in WAC 180-79A-302 (3)(a) through (e) and (4).

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(2) Professional.

(a) Candidates for the professional certificate shall have completed a state board of education approved, collaboratively developed program, pursuant to WAC 180-78A-300 through 180-78A-365.

(b) Candidates who apply for a professional certificate who have not successfully completed course work or an in-service program including a minimum of ten clock hours of instruction on issues of abuse, must complete such course work or in-service program as a condition for the issuance of a continuing certificate. The content of the course work or in-service program shall discuss the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse, and methods for teaching students about abuse of all types and their prevention.

(c) Candidates for a professional certificate shall have been granted at least two subject area endorsements.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-515, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-517 Experience requirement for professional certification—Teachers. In addition to the academic requirements specified in WAC 180-79A-515(2), candidates for professional teachers' certificates shall provide, as a condition for the issuance of a professional certificate, documentation that they have completed provisional status with a school district under RCW 28A.405.220 or the equivalent with an approved private school.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-517, filed 2/5/97, effective 3/8/97.]

WAC 180-79A-520 Requirements for certification for administrators and education staff associates under the performance-based certification system. Academic and experience requirements, as well as applicable conditions, for residency and professional certificates for administrators and educational staff associates shall be approved by the state board of education prior to August 31, 2000.

[Statutory Authority: RCW 28A.410.010. 97-04-088, § 180-79A-520, filed 2/5/97, effective 3/8/97.]

Chapter 180-85 WAC

PROFESSIONAL CERTIFICATION—CONTINUING EDUCATION REQUIREMENT

WAC

180-85-025	Continuing education—Definition.
180-85-030	Continuing education credit hour—Definition.
180-85-109	SPI audits of documentation.
180-85-110	Repealed.
180-85-115	Repealed.
180-85-120	Repealed.
180-85-135	Repealed.
180-85-200	In-service education approval standards.
180-85-210	Assurances of compliance with program and recordkeeping standards.
180-85-211	Annual approval procedures.
180-85-215	Selective audit of records of in-service education agencies.

**DISPOSITION OF SECTIONS FORMERLY
CODIFIED IN THIS CHAPTER**

- 180-85-110 SPI subsequent notice to certificate holders of continuing education requirement. [Statutory Authority: RCW 28A.70.005. 90-12-076, § 180-85-110, filed 6/1/90, effective 7/2/90; 86-13-018 (Order 8-86), § 180-85-110, filed 6/10/86.] Repealed by 97-04-086, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-85-115 SPI notice of lapsed certificate. [Statutory Authority: RCW 28A.410.010. 92-04-044, § 180-85-115, filed 1/31/92, effective 3/2/92. Statutory Authority: RCW 28A.70.005. 90-12-076, § 180-85-115, filed 6/1/90, effective 7/2/90; 86-13-018 (Order 8-86), § 180-85-115, filed 6/10/86.] Repealed by 97-04-086, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-85-120 Appeal from determination of lapsed status. [Statutory Authority: RCW 28A.70.005. 89-01-043 (Order 28-88), § 180-85-120, filed 12/14/88; 86-13-018 (Order 8-86), § 180-85-120, filed 6/10/86.] Repealed by 97-04-086, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.
- 180-85-135 Practicing with lapsed certificate. [Statutory Authority: RCW 28A.70.005. 86-13-018 (Order 8-86), § 180-85-135, filed 6/10/86.] Repealed by 97-04-086, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010.

(5) In the application of this section, approved in-service credit hours shall not include:

(a) Routine staff meetings—such as district, building, or area meetings within an agency, district, or building—to discuss or explain operational policies or administrative practices within the agency, district, or building;

(b) Business meetings of professional associations to discuss operational policies or practices of the association;

(c) Social hours, independent study, or actual meal time.

(6) In the application of this section, for the purpose of official records of the amount of in-service credit hours, the in-service provider or the superintendent of public instruction shall round continuing education credit hours down to the nearest half hour of credits actually completed—i.e., .50, and .00—and in no case shall an applicant receive credit for an in-service program that was less than a total of three continuing education credit hours.

[Statutory Authority: RCW 28A.410.010. 97-04-086, § 180-85-030, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.70.005. 89-01-043 (Order 28-88), § 180-85-030, filed 12/14/88; 88-01-086 (Order 16-87), § 180-85-030, filed 12/21/87; 86-13-018 (Order 8-86), § 180-85-030, filed 6/10/86.]

WAC 180-85-025 Continuing education—Definition. As used in this chapter, the term "continuing education" shall mean:

(1) All college and/or university credit, normally 100 level or higher, awarded by a regionally accredited institution of higher education, pursuant to WAC 180-78-010(6).

(2) All continuing education credit hours awarded by a vocational-technical college pursuant to WAC 180-85-030(3) and all continuing education credit hours awarded in conformance with the in-service education procedures and standards specified in this chapter by an approved in-service education agency.

(3) All continuing education credit hours awarded through a business, industry, or government internship that meets the requirements of chapter 180-83 WAC.

[Statutory Authority: RCW 28A.410.010. 97-04-086, § 180-85-025, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.410.010 and 28A.415.025. 96-08-013, § 180-85-025, filed 3/25/96, effective 4/25/96. Statutory Authority: RCW 28A.410.010. 94-01-104, § 180-85-025, filed 12/16/93, effective 1/16/94. Statutory Authority: RCW 28A.70.005. 89-01-043 (Order 28-88), § 180-85-025, filed 12/14/88; 86-13-018 (Order 8-86), § 180-85-025, filed 6/10/86.]

WAC 180-85-030 Continuing education credit hour—Definition. As used in this chapter, the term "continuing education credit hour" shall mean:

(1) For each college or university semester hour credit, fifteen hours of continuing education credit hours shall be granted.

(2) For each college or university quarter hour credit, ten hours of continuing education credit hours shall be granted.

(3) For each sixty minutes of instruction in course work provided by a vocational-technical college, one continuing education credit hour shall be granted.

(4) For each sixty minutes of approved in-service education including reasonable time for breaks and passing time, one continuing education credit hour shall be granted. In the application of this subsection, the in-service education provider shall determine what is reasonable.

WAC 180-85-109 SPI audits of documentation.

Continuing education compliance forms filed with the superintendent of public instruction shall be audited by the superintendent of public instruction on a selective basis, which may include responses to complaints or other evidence of possible noncompliance, with the number of actual audits per year left to the discretion of the superintendent of public instruction. Such audit may consist of requesting the affected certificate holder to supply the superintendent of public instruction copies of the documents which indicate compliance and/or may consist of any other audit procedure deemed necessary by the superintendent of public instruction in order to check compliance.

[Statutory Authority: RCW 28A.410.010. 98-01-034, § 180-85-109, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.70.005. 90-12-076, § 180-85-109, filed 6/1/90, effective 7/2/90.]

WAC 180-85-110 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-85-115 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-85-120 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-85-135 Repealed. See Disposition Table at beginning of this chapter.

WAC 180-85-200 In-service education approval standards. In-service education programs provided by approved in-service education agencies shall meet the following program standards:

(1) The objectives of the in-service program—i.e., intended outcomes—shall be written for each in-service education program.

(2) The content of the in-service education program shall be set forth in a program agenda which shall specify

the topics to be covered, the days and times of each presentation, and the names and short description of qualifications of each instructor—e.g., degrees and current professional position.

(3) All in-service education instructors shall have academic and/or professional experience which specifically qualifies them to conduct the in-service education program—e.g., a person with expertise in a particular subject, field, or occupation.

(4) Program materials, including the program agenda, prepared, designed, or selected for the in-service education program shall be available to all attendees.

(5) The in-service education program shall be evaluated by the participants to determine the success of the program, including the following:

(a) The extent to which the written objectives—i.e., subsection (1) of this section—have been met;

(b) The quality of the physical facilities in which the program was offered;

(c) The quality of the oral presentation by each instructor;

(d) The quality of the written program materials provided by each instructor; and

(e) Suggestions for improving the in-service education program if repeated.

(6) The in-service education agency shall compile the evaluations required in subsection (5) of this section in summary form.

(7) The designated administrator of each in-service education program shall assess the value and success of such program and periodically report his or her findings to the governing or advisory board which authorized the in-service program.

(8) The standards for recordkeeping as provided in WAC 180-85-205 shall apply.

(9) The in-service education agency must permit a designated representative of the superintendent of public instruction to attend the in-service education program at no charge and permit such representative to receive a copy of the program materials required by subsection (4) of this section also at no charge.

(10) The in-service education agency must provide each registrant with appropriate forms for claiming continuing education credit hours.

(11) Note: The provisions of this section do not apply to credit hours awarded by a college or university or course work continuing education hours awarded by a vocational-technical college.

[Statutory Authority: RCW 28A.410.010. 97-04-086, § 180-85-200, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.70.005. 89-01-043 (Order 28-88), § 180-85-200, filed 12/14/88; 88-01-086 (Order 16-87), § 180-85-200, filed 12/21/87; 86-13-018 (Order 8-86), § 180-85-200, filed 6/10/86.]

WAC 180-85-210 Assurances of compliance with program and recordkeeping standards. Annual assurances shall be completed as follows:

(1) School districts shall be requested, when submitting the annual basic education compliance report, to provide an assurance that any in-service education program to be provided by such district and for which continuing education

credit hours will be granted shall comply with the applicable program and recordkeeping standards within this chapter.

(2) Approved private schools shall be requested, when applying for annual approval, to provide an assurance that any in-service education program to be provided by such private school and for which continuing education credit hours will be granted shall comply with the applicable program and recordkeeping standards within this chapter.

(3) Approved in-service agencies and other in-service education agencies seeking approval status shall provide on forms provided by the superintendent of public instruction, an annual assurance that any in-service education program to be provided by such agency and for which continuing education credit hours will be granted shall comply with the applicable program standards and recordkeeping within this chapter. Such forms shall contain such other information related to the continuing education program provided by the approved in-service agency as requested by the superintendent of public instruction.

[Statutory Authority: RCW 28A.410.010. 97-04-086, § 180-85-210, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.70.005. 86-13-018 (Order 8-86), § 180-85-210, filed 6/10/86.]

WAC 180-85-211 Annual approval procedures. On an annual basis a list shall be submitted to the state board of education which shall include new applicants for approval as an approved in-service agency and agencies which were previously approved by the state board of education which no longer wish to serve as an approved in-service education agency.

[Statutory Authority: RCW 28A.410.010. 97-04-086, § 180-85-211, filed 2/5/97, effective 3/8/97.]

WAC 180-85-215 Selective audit of records of in-service education agencies. All approved in-service education agencies shall be audited by the superintendent of public instruction on a selective basis, which may include responses to complaints or other evidence of possible noncompliance, with the number of actual audits per year left to the discretion of the superintendent of public instruction.

[Statutory Authority: RCW 28A.410.010. 97-04-086, § 180-85-215, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 28A.70.005. 86-13-018 (Order 8-86), § 180-85-215, filed 6/10/86.]

Chapter 180-86 WAC

PROFESSIONAL CERTIFICATION—POLICIES AND PROCEDURES FOR ADMINISTRATION OF CERTIFICATION PROCEEDINGS

WAC

180-86-011	Valid certificate required.
180-86-013	Good moral character and personal fitness—Definition.
180-86-014	Good moral character and personal fitness—Continuing requirement.
180-86-080	Factors to be considered prior to issuing orders.
180-86-116	Investigative priorities—Levels of acts or omissions of misconduct.

WAC 180-86-011 Valid certificate required. Persons serving as teachers in the public or private schools or as principals or educational staff associates in public

schools and in vocational positions as established by chapter 180-77 WAC shall hold certificates authorized by the state board of education for service in the respective roles as required by statute or rules of the state board of education.

Any certificate issued pursuant to chapter 180-77 or 180-79A WAC or previous standards of the state board of education shall entitle the holder thereof to be employed by a public or nonpublic school for the performance of duties encompassed by the type of certificate as specified in WAC 180-79A-140 if such certification is required by statute or rules of the state board of education, unless such certificate is under suspension or until such certificate expires, lapses, or is revoked.

[Statutory Authority: RCW 28A.410.010. 97-04-082, § 180-86-011, filed 2/5/97, effective 3/8/97.]

WAC 180-86-013 Good moral character and personal fitness—Definition. As used in this chapter, the terms "good moral character and personal fitness" means character and personal fitness necessary to serve as a certificated employee in schools in the state of Washington, including character and personal fitness to have contact with, to teach, and to perform supervision of children. Good moral character and personal fitness includes, but is not limited to, the following:

(1) No conviction of any felony crime involving:

(a) The physical neglect of a child under chapter 9A.42 RCW;

(b) The physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, excepting motor vehicle violations under chapter 46.61 RCW;

(c) The sexual exploitation of a child under chapter 9.68A RCW;

(d) Sexual offenses where a child is the victim under chapter 9A.44 RCW;

(e) The promotion of prostitution of a child under chapter 9A.88 RCW;

(f) The sale or purchase of a child under RCW 9A.64.030;

(g) *Provided*, That the general classes of felony crimes referenced within this subsection shall include equivalent federal and crimes in other states committed against a child;

(h) *Provided further*, That for the purpose of this subsection "child" means a minor as defined by the applicable state or federal law;

(i) *Provided further*, That for the purpose of this subsection "conviction" shall include a guilty plea.

(2) No conviction of any crime within the last ten years, including motor vehicle violations, which would materially and substantially impair the individual's worthiness and ability to serve as a professional within the public and private schools of the state. In determining whether a particular conviction would materially and substantially impair the individual's worthiness and ability to practice, the following and any other relevant considerations shall be weighed:

(a) Age and maturity at the time the criminal act was committed;

(b) The degree of culpability required for conviction of the crime and any mitigating factors, including motive for commission of the crime;

(c) The classification of the criminal act and the seriousness of the actual and potential harm to persons or property;

(d) Criminal history and the likelihood that criminal conduct will be repeated;

(e) The permissibility of service as a professional educator within the terms of any parole or probation;

(f) Proximity or remoteness in time of the criminal conviction;

(g) Any evidence offered which would support good moral character and personal fitness;

(h) If this subsection is applied to a person certified under the laws of the state of Washington in a suspension or revocation action, the effect on the education profession, including any chilling effect, shall be weighed; and

(i) In order to establish good moral character and personal fitness despite the criminal conviction, the applicant or certificate holder has the duty to provide available evidence relative to the above considerations. The superintendent of public instruction has the right to gather and present additional evidence which may corroborate or negate that provided by the applicant or certificate holder.

(3) No behavioral problem which endangers the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting.

(4) No practice within the state of Washington within the previous five school years with an expired, lapsed, surrendered, or revoked certificate in a professional position for which certification is required under the rules of the state board of education.

[Statutory Authority: RCW 28A.410.010. 97-04-082, recodified as § 180-86-013, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 18A.410.010 [28A.410.010] and 28A.70.005. 92-01-127, § 180-75-081, filed 12/19/91, effective 1/19/92. Statutory Authority: RCW 28A.70.005. 90-02-073, § 180-75-081, filed 1/2/90, effective 2/2/90. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-081, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 87-09-010 (Order 2-87), § 180-75-081, filed 4/3/87.]

WAC 180-86-014 Good moral character and personal fitness—Continuing requirement. The good moral character and personal fitness requirement of applicants for certification under the laws of the state of Washington is a continuing requirement for holding a professional educational certificate under regulations of the state board of education.

[Statutory Authority: RCW 28A.410.010. 97-04-082, recodified as § 180-86-014, filed 2/5/97, effective 3/8/97. Statutory Authority: RCW 34.05.220(A) [34.05.220 (1)(a)] and 34.05.250. 89-22-010, § 180-75-083, filed 10/20/89, effective 11/20/89. Statutory Authority: RCW 28A.70.005. 87-09-010 (Order 2-87), § 180-75-083, filed 4/3/87.]

WAC 180-86-080 Factors to be considered prior to issuing orders. Prior to issuing any disciplinary order under this chapter the superintendent of public instruction or designee shall consider, at a minimum, the following factors to determine the appropriate level and range of discipline:

(1) The seriousness of the act(s) and the actual or potential harm to persons or property;

(2) The person's criminal history including the seriousness and amount of activity;

- (3) The age and maturity level of participant(s) at the time of the activity;
- (4) The proximity or remoteness of time in which the acts occurred;
- (5) Any activity that demonstrates a disregard for health, safety or welfare;
- (6) Any activity that demonstrates a behavioral problem;
- (7) Any activity that demonstrates a lack of fitness;
- (8) Any information submitted regarding discipline imposed by any governmental or private entity as a result of acts or omissions;
- (9) Any information submitted that demonstrates aggravating or mitigating circumstances;
- (10) Any information submitted to support character and fitness; and
- (11) Any other relevant information submitted.

[Statutory Authority: RCW 28A.410.010. 97-05-008, § 180-86-080, filed 2/7/97, effective 3/10/97.]

WAC 180-86-116 Investigative priorities—Levels of acts or omissions of misconduct. (1) The superintendent of public instruction or designee shall prioritize the investigation of alleged certificated individual misconduct, lack of fitness or unprofessional conduct in the following descending order:

(a) Level I. Level I actions shall have the highest investigative priority and are those allegations, if proven true, for which permanent mandatory revocation shall be the appropriate disciplinary action. They include the following convictions for which permanent revocation of a certificate is mandatory under RCW 28A.410.090:

- (i) Physical neglect of a child under chapter 9A.42 RCW;
- (ii) The physical injury or death of a child under chapter 9A.32 or 9A.36 RCW (excepting motor vehicle violations under chapter 46.61 RCW);
- (iii) Sexual exploitation of a child under chapter 9.68A RCW;
- (iv) Sexual offenses under chapter 9A.44 RCW where a minor is the victim;
- (v) Promoting prostitution of a minor under chapter 9A.88 RCW;
- (vi) The sale or purchase of a minor child under RCW 9A.64.030; or
- (vii) Violation of similar laws of another jurisdiction.

(b) Level II. Level II actions shall have the next investigative priority and are those allegations, if proven true, for which revocation may be the appropriate disciplinary action. They include, but are not limited to the following:

- (i) Sexual activity with children and/or students;
- (ii) Engaging in acts of violence leading to bodily injury;
- (iii) Selling and/or manufacturing illegal drugs; or
- (iv) Other activity that if convicted would result in a felony conviction.

(c) Level III. Level III actions shall have the next investigative priority and are those allegations, if proven true, for which suspension may be the appropriate disciplinary action. They include, but are not limited to the following:

- (i) Illegal drug possession and/or use;
- (ii) Threats related to persons or property;
- (iii) Alcohol abuse;
- (iv) Reckless conduct where no bodily injury results;
- (v) Engaging in unauthorized corporal punishment;
- (vi) Verbal or physical sexual harassment of students;
- (vii) Engaging in activity that demonstrates poor professional judgment; or
- (viii) Other activity that if convicted would result in a misdemeanor conviction.

(d) Level IV. Level IV actions shall have the next investigative priority and are those allegations, if proven true, for which a reprimand may be the appropriate disciplinary action. They include, but are not limited to the following:

- (i) Practicing with a lapsed or expired certificate;
- (ii) Isolated failure to timely evaluate certificated personnel; or
- (iii) Hiring a person for a certificated role who does not possess a valid certificate.

(2) All cases shall be monitored periodically to determine if their priority level should change as a result of information uncovered during the investigation.

(3) Notwithstanding any provision of this section to the contrary, the office of professional practices reserves the right to reprioritize the investigation of complaints based upon the efficient use of available resources and/or the relative urgency or lack of urgency in resolving various complaints in the public interest, and the right to recommend forms of discipline appropriate to the offenses committed.

[Statutory Authority: RCW 28A.410.010. 97-05-008, § 180-86-116, filed 2/7/97, effective 3/10/97.]

Chapter 180-87 WAC

PROFESSIONAL CERTIFICATION—ACTS OF UNPROFESSIONAL CONDUCT

WAC

180-87-070 Unauthorized professional practice.

WAC 180-87-070 Unauthorized professional practice. Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.

(1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the state board of education when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.

(2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.

(3) The practice of education by a certificate holder during any period in which such certificate has been suspended.

(4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC

180-86-160, to not continue or to accept education employment.

(5) The failure of a certificate holder to comply with any condition, limitation, or other order or decision entered pursuant to chapter 180-86 WAC.

(6) *Provided*, That for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

[Statutory Authority: RCW 28A.410.010. 97-21-075, § 180-87-070, filed 10/17/97, effective 11/17/97. Statutory Authority: RCW 28A.70.005. 90-02-075, § 180-87-070, filed 1/2/90, effective 2/2/90.]

Chapter 180-97 WAC

EXCELLENCE IN TEACHER PREPARATION AWARD

WAC

- 180-97-015 Definition—Professional education advisory board.
- 180-97-060 Selection of recipients—Review committee.
- 180-97-070 Selection criteria.

WAC 180-97-015 Definition—Professional education advisory board. As used in this chapter, the term "professional education advisory board" means: One of the professional education advisory boards approved by the state board of education as defined in WAC 180-78A-075(1) (Professional education advisory board for teacher preparation programs).

[Statutory Authority: RCW 28A.625.380. 98-01-024, § 180-97-015, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.625.360. 90-24-066, § 180-97-015, filed 12/5/90, effective 1/5/91.]

WAC 180-97-060 Selection of recipients—Review committee. Recipients shall be selected as follows:

A committee composed of no fewer than five members of the professional education advisory committee shall be appointed by the chairperson of the professional education advisory committee as defined in WAC 180-78-015. Committee membership shall include individuals selected from no fewer than three of the following categories:

- (1) Teachers.
- (2) School administrators.
- (3) Higher education representatives.
- (4) Persons from the other groups represented on the professional education advisory committee.

Provided, no person who represents a higher education teacher education institution from which a nomination has been received or is a member of that college or university's professional education advisory board shall be allowed to vote on that individual's nomination.

[Statutory Authority: RCW 28A.625.380. 98-01-024, § 180-97-060, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.625.360. 90-24-066, § 180-97-060, filed 12/5/90, effective 1/5/91.]

WAC 180-97-070 Selection criteria. The following criteria shall be considered by the selection committee in determining the person who shall receive the Washington award for excellence in teacher preparation: *Provided*, That

consideration will be given to recent contributions to the field:

(1) Communication with legislators, common school teachers, and administrators about the nominee's teacher preparation program.

(2) Implementation of innovative developments by the nominee's teacher preparation program.

(3) Leadership among professional colleagues and with students or the community.

(4) Contributions to the field such as education related curriculum, research, and/or field services activities.

(5) Excellence in teaching.

(6) Contributions to preparing teachers to implement the state learning goals.

[Statutory Authority: RCW 28A.625.380. 98-01-024, § 180-97-070, filed 12/8/97, effective 1/8/98. Statutory Authority: RCW 28A.625.360. 90-24-066, § 180-97-070, filed 12/5/90, effective 1/5/91.]

Chapter 180-110 WAC

GRANT PROGRAM—SCHOOLS FOR THE TWENTY-FIRST CENTURY

WAC

180-110-010 through 180-110-065 Repealed.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 180-110-010 Authority. [Statutory Authority: 1990 c 33. 90-17-009, § 180-110-010, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-010, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-015 Purpose. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-015, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-017 Public policy statement. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-017, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-020 Pilot project—Definition. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-020, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-030 Delivery of applications—Deadlines—Modifications. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-030, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-035 Application contents. [Statutory Authority: RCW 28A.630.140, 28A.630.210 and 1992 c 112. 92-16-057, § 180-110-035, filed 8/3/92, effective 9/3/92. Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-035, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-040 Information and recommendations to be submitted to the state board of education. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-040, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-045 Considerations respecting the approval of pilot projects. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-045, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-050 Standards for the modification or waiver of the state board of education rules. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-050, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.

- 180-110-052 Waiver of state statutes. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-052, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-053 Waiver of federal rules. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-053, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-055 Pilot project monitoring. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-055, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-060 Annual school district reports. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-060, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-110-065 Duration and termination of pilot project approval. [Statutory Authority: RCW 28A.100.054. 88-06-002 (Order 6-88), § 180-110-065, filed 2/19/88.] Repealed by 97-16-023, filed 7/28/97, effective 8/28/97.
- 180-115-045 Program development, implementation, and administration. [Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-045, filed 10/20/89, effective 11/20/89; 88-08-044 (Order 8-88), § 180-115-045, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-050 Grant application components. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-050, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-055 Funding priorities. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-055, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-060 Advisory committee. [Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-060, filed 10/20/89, effective 11/20/89; 88-08-044 (Order 8-88), § 180-115-060, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-065 Advisory committee selection criteria. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-065, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-075 Applications procedures. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-075, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-080 Form and content of proposals. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-080, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-081 Continuation of 1987-89 pilot projects. [Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-081, filed 10/20/89, effective 11/20/89.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-085 Assurance of assessment. [Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-085, filed 10/20/89, effective 11/20/89; 88-08-044 (Order 8-88), § 180-115-085, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-090 Date for receipt of proposals by the superintendent of public instruction. [Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-090, filed 10/20/89, effective 11/20/89; 88-08-044 (Order 8-88), § 180-115-090, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-095 Indirect costs. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-095, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-100 General provision—Carryover provision. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-100, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-105 Timeline for projects. [Statutory Authority: RCW 28A.410.150. 90-24-067, § 180-115-105, filed 12/5/90, effective 1/5/91. Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-105, filed 10/20/89, effective 11/20/89; 88-08-044 (Order 8-88), § 180-115-105, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.

WAC 180-110-010 through 180-110-065 Repealed.

See Disposition Table at beginning of this chapter.

Chapter 180-115 WAC**GRANT PROJECT—STUDENT TEACHING PILOT PROJECTS****WAC**

180-115-005 through 180-115-105 Repealed.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 180-115-005 Authority. [Statutory Authority: 1990 c 33. 90-17-009, § 180-115-005, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-005, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-010 Purpose. [Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-010, filed 10/20/89, effective 11/20/89; 88-08-044 (Order 8-88), § 180-115-010, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-015 Student teaching—Definition. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-015, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-020 Grant project participants—Definition. [Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-020, filed 10/20/89, effective 11/20/89; 88-08-044 (Order 8-88), § 180-115-020, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-025 Cooperating teacher—Definition. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-025, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-030 Grantee agency—Definition. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-030, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-035 Responsibilities of the grantee agency. [Statutory Authority: RCW 28A.70.400. 89-22-012, § 180-115-035, filed 10/20/89, effective 11/20/89; 88-08-044 (Order 8-88), § 180-115-035, filed 4/4/88.] Repealed by 97-16-024, filed 7/28/97, effective 8/28/97.
- 180-115-040 Pilot program grants. [Statutory Authority: RCW 28A.70.400. 88-08-044 (Order 8-88), § 180-115-040, filed

WAC 180-115-005 through 180-115-105 Repealed.
See Disposition Table at beginning of this chapter.