

**WSR 06-09-072**  
**EXPEDITED RULES**  
**DEPARTMENT OF**  
**LABOR AND INDUSTRIES**

[Filed April 18, 2006, 9:34 a.m.]

Title of Rule and Other Identifying Information: Fixed ladders, the department is proposing to rewrite and clarify requirements relating to fixed ladders. The department is repealing the rule in chapters 296-24 and 296-155 WAC and proposing to incorporate fixed ladders into the new portable ladder chapter (chapter 296-876 WAC). This rule making is part of our goal to rewrite all general occupational safety and health rules for clarity. Also, references will be updated throughout the rules.

**NOTICE**

THIS RULE IS BEING PROPOSED UNDER AN EXPEDITED RULE-MAKING PROCESS THAT WILL ELIMINATE THE NEED FOR THE AGENCY TO HOLD PUBLIC HEARINGS, PREPARE A SMALL BUSINESS ECONOMIC IMPACT STATEMENT, OR PROVIDE RESPONSES TO THE CRITERIA FOR A SIGNIFICANT LEGISLATIVE RULE. IF YOU OBJECT TO THIS USE OF THE EXPEDITED RULE-MAKING PROCESS, YOU MUST EXPRESS YOUR OBJECTIONS IN WRITING AND THEY MUST BE SENT TO Carmen Moore, Rules Coordinator, Department of Labor and Industries, P.O. Box 44001, Olympia, WA 98504-4001, AND RECEIVED BY June 20, 2006.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of this rule making is to make this rule easy to read, understand and more usable for employers. This proposal will place fixed ladder requirements from chapters 296-24 and 296-155 WAC into chapter 296-876 WAC, Portable ladders. The title of chapter 296-876 WAC will change to include fixed ladders.

Also, we are incorporating requirements from the American National Standards Institute (ANSI) into this chapter, ANSI A14.3 2002 - Safety requirements for fixed ladders. By doing this, it makes the requirements for both general and construction the same. References will also be updated.

There are no anticipated effects.

**AMENDED PARTS:**

**Chapter 296-24 WAC, Part J-1.**

- Delete the words "fixed ladders" from the title of this part.
- Add a note to where the requirements for fixed ladders are going to be located.

**Chapter 296-155 WAC, Part J.**

- Delete the words "and ladders" from the title of this part.

**AMENDED SECTIONS:**

**WAC 296-24-23507 Footwalks and ladders.**

- Update a reference.

**WAC 296-78-71001 General.**

- Update a reference.

**WAC 296-78-71009 Stairways and ladders.**

- Update a reference.

**WAC 296-78-71017 Dry kilns.**

- Update a reference.

**WAC 296-155-475 Scope and application.**

- Delete the word "ladders" from this section.
- Update a reference.

**WAC 296-155-47501 Definitions applicable to this part.**

- Deleted the following definitions: Cleat, double cleat ladder, fixed ladder, individual rung/step ladders, landing, maximum intended load, side step ladder, single cleat ladder, through fixed ladder.

**WAC 296-874-40026 Meet these requirements when using ladder jack scaffolds.**

- Update a reference.

**WAC 296-874-40038 Meet these requirements when using step, platform and trestle ladder scaffolds.**

- Update a reference.

**WAC 296-876-100 Scope.**

- Modify this section to include fixed ladders.

**WAC 296-876-500 Training—Section contents.**

- Rename this section to "Fixed ladder design and construction—Section contents.

**WAC 296-876-600 Definitions.**

- Rename this section to "Fixed ladder design and construction—Section contents.
- Move definitions relating to portable and fixed ladders to WAC 296-876-900.

**NEW SECTIONS:**

**WAC 296-876-50010 Design and construction—Fixed ladders installed on or after December 1, 2006.**

- Move the design and construction requirements for fixed ladders installed on or after December 1, 2006, to this section.

**WAC 296-876-60005 Design and construction—Fixed ladders installed before December 1, 2006.**

- Move the design and construction requirements for fixed ladders installed before December 1, 2006, to this section.

**WAC 296-876-60010 Design loads.**

- Move the design load requirements for fixed ladders to this section.

**WAC 296-876-60015 Pitch.**

- Move pitch requirements for fixed ladders to this section.

**WAC 296-876-60020 Welding.**

- Move welding requirements for fixed ladders to this section.

**WAC 296-876-60025 Ladder surfaces.**

- Move ladder surface requirements for fixed ladders to this section.

**WAC 296-876-60030 Rungs, cleats and steps.**

- Move rung, cleat and step requirements for fixed ladders to this section.

**WAC 296-876-60035 Side rails.**

- Move side rail requirements for fixed ladders to this section.

**WAC 296-876-60040 Clearances.**

- Move clearance requirements for fixed ladders to this section.

**WAC 296-876-60045 Step-across distance.**

- Move step-across distance requirements for fixed ladders to this section.

**WAC 296-876-60050 Extension and grab bars.**

- Move extension and grab bar requirements for fixed ladders to this section.

**WAC 296-876-60055 Hatches.**

- Move hatch requirements for fixed ladders to this section.

**WAC 296-876-60060 Platforms.**

- Move platform requirements for fixed ladders to this section.

**WAC 296-876-60065 Protective structures and equipment.**

- Move protective structures and equipment requirements for fixed ladders to this section.

**WAC 296-876-60070 Cages.**

- Move cage requirements for fixed ladders to this section.

**WAC 296-876-60075 Wells.**

- Move well requirements for fixed ladders to this section.

**WAC 296-876-60080 Ladder safety devices.**

- Move ladder safety device requirements for fixed ladders to this section.

**WAC 296-876-700 Fixed ladder inspection and maintenance—Section contents.**

- Create this section contents/summary page relating to inspection and maintenance of fixed ladders.

**WAC 296-876-70005 Protection against corrosion and deterioration.**

- Move requirements relating to the corrosion and deterioration of fixed ladders to this section.

**WAC 296-876-70010 Inspection and repair.**

- Move requirements relating to inspection and repair of fixed ladders to this section.

**WAC 296-876-800 Fixed ladder use—Section contents.**

- Create this section contents/summary page relating to fixed ladder use.

**WAC 296-876-80005 Designed load.**

- Move requirements relating to the designed load of fixed ladders to this section.

**WAC 296-876-80010 Climbing and descending.**

- Move requirements relating to climbing and descending on fixed ladders to this section.

**WAC 296-876-900 Definitions.**

- Move definitions that relate to portable and fixed ladders to this section.

**REPEALED SECTIONS:** Requirements relating to fixed ladders have been moved to chapter 296-876 WAC, Portable ladders and fixed ladders; WAC 296-24-810 Fixed ladders, 296-24-81001 Definitions, 296-24-81003 Design requirements, 296-24-81005 Specific features, 296-24-81007 Clearance, 296-24-81009 Special requirements, 296-24-81011 Pitch, 296-24-81013 Maintenance and use, 296-155-480 Fixed ladders, 296-155-48060 Training requirements, 296-155-48080 Appendix A, 296-155-48090 Reserved, and 296-876-50005 Training.

Reasons Supporting Proposal: See Purpose above.

Statutory Authority for Adoption: RCW 49.17.010, 49.17.040, 49.17.050, 49.17.060.

Statute Being Implemented: Chapter 49.17 RCW.

Rule is not necessitated by federal law, federal or state court decision.

Name of Proponent: Department of labor and industries, governmental.

Name of Agency Personnel Responsible for Drafting: Tracy Spencer, Tumwater, (360) 902-5530; Implementation and Enforcement: Stephen M. Cant, Tumwater, (360) 902-5495.

April 18, 2006

Gary Weeks

Director

**Chapter 296-876 WAC****((PORTABLE)) LADDERS, PORTABLE AND FIXED**

**AMENDATORY SECTION** (Amending WSR 05-20-068, filed 10/4/05, effective 1/1/06)

**WAC 296-876-100 Scope.** This chapter applies to portable and fixed ladders, including job-made wooden ladders.

**Exemption:** This chapter does not apply to ~~((portable ladders used))~~:

- Portable ladders used by the fire services for fire combat that are covered by Safety standards for fire fighters, chapter 296-305 WAC;

~~((OR))~~

- ~~((For))~~ Agriculture activities covered by Safety standards for agriculture, chapter 296-307 WAC.

AMENDATORY SECTION (Amending WSR 05-20-068, filed 10/4/05, effective 1/1/06)

**WAC 296-876-500 ~~((Training))~~ Fixed ladder design and construction—Section contents.**

**Your responsibility:**

~~((To train employees who use portable ladders.~~

~~Training~~

~~WAC 296-876-50005.)) To make sure fixed ladders installed on or after December 1, 2006, meet design and construction requirements.~~

~~Design and construction—Fixed ladders installed on or after December 1, 2006.~~

~~WAC 296-876-50010~~

NEW SECTION

**WAC 296-876-50010 Design and construction—Fixed ladders installed on or after December 1, 2006.**

**You must:**

- Make sure fixed ladders installed **on or after** December 1, 2006, meet the design and construction requirements of ANSI A14.3-2002, American National Standard for Ladders-Fixed-Safety Requirements.

**Note:** Ladders will be considered to have met the requirements of this section if they meet the design and construction requirements of ANSI A14.3, American National Standard for Ladders-Fixed-Safety Requirements, in effect at the time they are installed.

AMENDATORY SECTION (Amending WSR 05-20-068, filed 10/4/05, effective 1/1/06)

**WAC 296-876-600 ~~((Definitions.))~~ Fixed ladder design and construction—Section contents.**

~~((Cleat~~

~~A ladder crosspiece used in climbing or descending. Also called a step or rung.~~

~~Extension ladder~~

~~A nonself-supporting portable ladder consisting of two or more sections. The sections travel in guides or brackets that allow the length of the ladder to be changed. The size is designated by the sum of the lengths of each section, measured along the side rails.~~

~~Failure~~

~~The ladder or ladder component loses the ability to carry the load, breaks, or separates into component parts.~~

~~Job-made ladder~~

~~A ladder that is made, not commercially manufactured, to fit a specific job situation. They are for temporary use until a particular phase of construction is completed or until permanent stairways or fixed ladders are ready to use.~~

~~Ladder~~

~~A device having steps, rungs, or cleats that can be used to climb or descend.~~

~~Ladder type~~

~~The designation that identifies the maximum intended load (working load) of the ladder. Ladder types are as follows:~~

Duty Rating	Ladder Type	Use	Maximum Intended Load (Pounds)
Extra Heavy-Duty	IA	Industry, utilities, contractors	300
Heavy-Duty	I	Industry, utilities, contractors	250
Medium-Duty	H	Painters, offices, light maintenance	225
Light-Duty	III	General household use	200

~~Maximum intended load~~

~~The total load of all persons, equipment, tools, materials, transmitted loads, and other loads reasonably anticipated to be applied to a ladder or ladder component at any one time. Sometimes referred to as working load.~~

~~Portable ladder~~

~~A ladder that can be readily moved or carried.~~

~~Reinforced plastic~~

~~A plastic that has high strength fillers embedded in the base resin to increase strength.~~

~~Reinforced plastic ladder~~

~~A ladder whose side rails are reinforced plastic. The crosspieces, hardware, and fasteners may be made of metal or other suitable material.~~

~~Rung~~

~~A ladder crosspiece used in climbing or descending. Also called a cleat or step.~~

~~Single ladder~~

~~A nonself-supporting portable ladder, nonadjustable in length, consisting of one section. The size is designated by the overall length of the side rail.~~

~~Single-rail ladder~~

~~A portable ladder with crosspieces mounted on a single rail. Single-rail ladders are prohibited from use.~~

~~Special-purpose ladder~~

~~A portable ladder that is made by modifying or combining design or construction features of the general-purpose types of ladders in order to adapt the ladder to special or specific uses.~~

~~Step~~

~~A ladder crosspiece used in climbing or descending. Also called a cleat or rung.~~

~~Stepladder~~

~~A self-supporting portable ladder, nonadjustable in length, with flat steps and hinged at the top. The size is designated by the overall length of the ladder measured along the front edge of the side rails.~~

~~Trestle ladder~~

~~A self-supporting portable ladder, nonadjustable in length, consisting of two sections hinged at the top to form~~

equal angles with the base. The size is designated by the length of the side rails measured along the front edge.

Working length

The length of a nonself-supporting ladder, measured along the rails, from the base support point of the ladder to the point of bearing at the top.)) **Your responsibility:**

To make sure fixed ladders installed before December 1, 2006, meet design and construction requirements.

Design and construction—Fixed ladders installed before December 1, 2006.

WAC 296-876-60005

Design loads.

WAC 296-876-60010

Pitch.

WAC 296-876-60015

Welding.

WAC 296-876-60020

Ladder surfaces.

WAC 296-876-60025

Rungs, cleats and steps.

WAC 296-876-60030

Side rails.

WAC 296-876-60035

Clearances.

WAC 296-876-60040

Step-across distance.

WAC 296-876-60045

Extensions and grab bars.

WAC 296-876-60050

Hatches.

WAC 296-876-60055

Platforms.

WAC 296-876-60060

Protective structures and equipment.

WAC 296-876-60065

Cages.

WAC 296-876-60070

Wells.

WAC 296-876-60075

Ladder safety devices.

WAC 296-876-60080

NEW SECTION

**WAC 296-876-60005 Design and construction—Fixed ladders installed before December 1, 2006.**

**You must:**

• Make sure fixed ladders installed **before** December 1, 2006, meet the requirements of WAC 296-876-60010 through 296-876-60080.

**Note:** Ladders will be considered to have met the requirements of this section if they meet the design and construction requirements of ANSI A14.3, American National Standard for Ladders-Fixed-Safety Requirements, in effect at the time they are installed.

NEW SECTION

**WAC 296-876-60010 Design loads.**

**You must:**

• Make sure each ladder is able to support, without failure, the total of the following loads:

– At least two loads of two hundred and fifty pounds each, concentrated between any two consecutive attachments.

– Any additional concentrated loads of two hundred and fifty pounds each determined from the anticipated use of the ladder.

– Anticipated loads caused by all of the following that apply:

■ Ice buildup.

■ Winds.

■ Rigging attached to the ladder, including the load to be lifted.

■ Impact loads resulting from the use of ladder safety devices.

• Make sure the design of rails, supports, and fastenings includes:

– Live loads to be supported by the ladder

**and**

– The weight of the ladder and everything attached to it.

• Consider all live loads to be concentrated at the point or points that will cause the maximum stress on the ladder or structural member.

• Make sure each step or rung is capable of supporting a single concentrated load of at least two hundred fifty pounds applied in the middle of the step or rung.

• Make sure the design stresses for wood components of ladders meet the requirements and specifications of ANSI A14.1, American National Standard for Ladders-Portable Wood-Safety Requirements, in effect when the ladder was installed.

• Make sure fastenings are designed to meet the ladder load requirements.

NEW SECTION

**WAC 296-876-60015 Pitch.**

**You must:**

• Make sure the pitch of the ladder is no greater than ninety degrees from the horizontal.

**Note:**

- The preferred pitch of fixed ladders is within the range of seventy-five to ninety degrees from the horizontal. Ladders with a pitch range of sixty to seventy-five degrees from the horizontal are considered substandard and are only permitted if necessary to meet the installation requirements.
- Fixed stairs are an alternative for installations where a pitch angle of less than sixty degrees is necessary. See Fixed industrial stairs, WAC 296-24-765, in the General Safety and Health Standards, chapter 296-24 WAC.

NEW SECTION

**WAC 296-876-60020 Welding.**

**You must:**

• Make sure welding meets the requirements of the ANSI A14.3, American National Standard for Ladders-Fixed-Safety Requirements, in effect at the time the ladder was installed.

NEW SECTION**WAC 296-876-60025 Ladder surfaces.****You must:**

- Make sure all parts and surfaces of the ladder are free of splinters, sharp edges, burrs, or projections that may be hazardous to persons using the ladder.

NEW SECTION**WAC 296-876-60030 Rungs, cleats and steps.****You must:**

- Make sure rungs have a minimum diameter as follows:
  - Rungs of wood ladders are at least one and one-eighth inches.
  - Rungs of metal ladders subject to unusually corrosive exposures, such as individual metal rungs imbedded in concrete which serve as access to pits and to other areas under floors, are at least one inch.
  - Rungs of all other metal ladders are at least three-quarters inch.
- Make sure rungs, cleats, and steps are all of the following:
  - Parallel.
  - Level.
  - Uniformly spaced throughout the length of the ladder.
  - Spaced so the distance from the centerline of one rung to the centerline of the next rung does not exceed twelve inches.

**Exception:** The vertical distance from the ground, floor, or roof at the access level to the first rung may be adjusted within a range of fourteen inches.

**You must:**

- Make sure the minimum inside clear width of the stepping surface of rungs, steps, or cleats is sixteen inches.
- Make sure individual rung or step-type ladders have rungs or steps that are shaped so that a person's foot cannot slide off the end.

NEW SECTION**WAC 296-876-60035 Side rails.****You must:**

- Make sure the shape of the side rail:
  - Provides an adequate gripping surface
- and**
- Is uniform throughout the length of climb.
- Make sure a side rail that has been spliced to obtain a longer length is at least equivalent in strength to a one-piece side rail made of the same material.

NEW SECTION**WAC 296-876-60040 Clearances.****You must:**

- Make sure ladders without wells or cages are at least thirty inches from the nearest permanent object on the climbing side, measured perpendicular to the ladder from the centerline of the rungs, cleats, or steps.

**Exemption:** When unavoidable obstructions are encountered, the minimum perpendicular clearance between the centerline of the rungs, cleats, or steps and an obstruction

on the climbing side may be reduced to twenty-four inches if a deflection device is installed to guide persons around the obstruction.

**You must:**

- Make sure ladders without wells or cages have a clear width from the nearest permanent object on each side of the ladder of at least fifteen inches, measured from the center of the rungs, cleats, or steps.
- Make sure the distance from the centerline of the rungs, cleats, or steps to the nearest permanent object in back of the ladder is at least seven inches.

**Exemption:**

Fixed ladders in elevator pits may reduce the minimum clearance from the ladder to the nearest permanent object in back of the ladder to four and one-half inches.

NEW SECTION**WAC 296-876-60045 Step-across distance.****You must:**

- Make sure a through ladder at the point of access or egress has a step-across distance, measured from the centerline of the steps or rungs to the nearest edge of the landing area, that is:
  - Not less than seven inches
- or**
- Greater than twelve inches.
- Make sure a side-step ladder at the point of access or egress has a step-across distance, measured from the side rail of the ladder to the nearest edge of the landing area, that is:
  - Not less than seven inches
- or**
- Greater than twelve inches.

NEW SECTION**WAC 296-876-60050 Extensions and grab bars.****You must:**

- Make sure the side rails of through or side-step ladders extend forty-two inches above the top of the access level or landing platform.

**Note:**

- For a parapet ladder, the access level is:
- The roof if the parapet is cut to permit passage through it
- or**
- The top of the parapet if it is continuous and uncut.

**You must:**

- Make sure the extension of a through ladder above the access level or landing platform has:
  - Steps or rungs omitted from the extension
- and**
- Clearance between the side rails that is:
  - Not less than twenty-four inches
- or**
- Greater than thirty inches.

**Exemption:**

The maximum clearance between side rails of the extension may be increased to thirty-six inches if the ladder has a ladder safety device.

**You must:**

- Make sure the side rails of through or side-step ladders extend forty-two inches above the top of the access level or landing platform.

- Make sure side-step ladders have the steps or rungs and the side rails continuous in the extension.
  - Make sure individual rung-step ladders are extended at least forty-two inches above the access level or landing platform by:
    - Continuing the rung spacings as horizontal grab bars
- or**
- Providing vertical grab bars that have the same lateral spacing as the vertical legs of the rungs.

**Exemption:** Extensions are not required for individual rung-step ladders with access openings through a manhole or hatch.

**You must:**

- Make sure grab bars:
    - Are at least four inches from the nearest permanent object in back of the grab bar, measured from the centerline of the grab bar
- and**
- Do not extend beyond the rungs on the climbing side of the ladder.

NEW SECTION

**WAC 296-876-60055 Hatches.**

**You must:**

- Make sure counterbalanced hatch covers open at least seventy degrees from the horizontal.
  - Make sure the inside clear width of the hatch is a nominal thirty inches.
  - Make sure the distance from the centerline of the rungs or cleats to the edge of the hatch opening on the climbing side, measured perpendicular to the ladder, is:
    - Not less than twenty-four inches
- or**
- Greater than thirty inches.
- Make sure hatches with clearance on the climbing side of the ladder that is between twenty-four and twenty-seven inches are fitted with a deflector plate mounted at an angle of sixty degrees from the horizontal.

**Note:** The springs or other counterbalance mechanisms for the hatch may project into the hatch opening provided they do not reduce clearance to less than twenty-four inches and a deflector plate is installed to guide persons around the obstruction.

NEW SECTION

**WAC 296-876-60060 Platforms.**

**You must:**

- Make sure landing platforms for side-step ladders extend at least thirty inches on the climbing side of the ladder.
  - Make sure landing platforms are:
    - At least thirty inches wide
- and**
- Equipped with standard railings and toeboards placed to allow safe access to the ladder.

**Reference:** Requirements for standard railings and toeboards are in Railing, toeboards, and cover specifications, WAC 296-24-75011, the General Safety and Health Standards, chapter 296-24 WAC.

**You must:**

- Make sure the top rung or step of the ladder is level with the landing served by the ladder.
- Make sure the spacing from the landing platform to the first rung below the platform of a through ladder is the same as the rung spacing of the ladder.
- Make sure, if two or more separate ladders are used to reach an elevated work area, that the ladders are offset with a platform or landing between them.

**Exemption:** A platform or landing is not required when a portable ladder is used to reach a fixed ladder on structures such as utility towers and billboards where the bottom of the fixed ladder is elevated to limit access.

NEW SECTION

**WAC 296-876-60065 Protective structures and equipment.**

**You must:**

- Make sure a cage, well, or ladder safety system is provided if:
    - The length of climb is less than twenty-four feet
- and**
- The top of the ladder is more than twenty-four feet above the ground, floor, or roof.
- Make sure a ladder with a single length of climb that is equal to or greater than twenty-four feet is either:
    - Equipped with a ladder safety device
- or**
- Uses multiple ladder sections and meets all of the following:
    - Each section is provided with a cage or well.
    - The length of climb of any ladder section is not greater than fifty feet.
    - Each ladder section is offset from adjacent sections.
    - Landing platforms are provided at maximum intervals of fifty feet.

**Exemption:** During construction activities, a self-retracting lifeline with landing platforms provided at maximum intervals of one hundred and fifty feet may be used instead of a ladder safety device or multiple ladder sections.

NEW SECTION

**WAC 296-876-60070 Cages.**

**You must:**

- Make sure the cage meets all of the following:
  - Extends at least forty-two inches above the top of the platform or above the point of access and egress at the top of the ladder.
  - Has provisions for accessing and egressing the platform or the point of access or egress of the ladder.
  - There is at least twenty-seven inches, but not more than thirty inches, from the cage to the centerline of the step or rung at all points except where the cage flares at the bottom of the ladder.
  - The cage is at least twenty-seven inches wide.
  - There are no projections inside the cage.
- Make sure the bottom of the cage is:

– At least seven feet but not more than eight feet above the point of access to the bottom of the ladder

**and**

– Flared at least four inches all around within the distance between the bottom horizontal band and the next higher band.

• Make sure vertical bars are:

– Spaced at intervals of nine and one-half inches or less on center around the circumference of the cage

**and**

– Fastened to the inside of the horizontal bands.

• Make sure the horizontal bands meet all of the following:

– The vertical intervals between horizontal bands is not more than four feet on center.

– The horizontal bands of ladders with side rails are fastened to the side rails.

– The horizontal bands of individual-rung ladders are fastened directly to the structure, building, or equipment.

#### NEW SECTION

##### **WAC 296-876-60075 Wells.**

**You must:**

• Make sure there is at least twenty-seven inches, but not more than thirty inches, from the centerline of the step or rung to the inside face of the well on the climbing side of the ladder.

• Make sure the inside clear width is at least thirty inches.

• Make sure the well:

– Completely encircles the ladder

**and**

– Is free of projections.

• Make sure the bottom of the wall on the access side is at least seven feet, but not more than eight feet, above the point of access to the bottom of the ladder.

#### NEW SECTION

##### **WAC 296-876-60080 Ladder safety devices.**

**You must:**

• Make sure ladder safety devices and related support systems meet all of the following:

– Are capable of withstanding, without failure, the test drop of a five hundred pound weight for a free-fall distance of eighteen inches.

– The device does not require a person to continually hold, push, or pull any part of the device and allows them to have both hands free to grip the ladder.

– In the event of a fall, the device:

■ Is activated within two feet

**and**

■ Limits the fall velocity to seven feet per second or less.

– Uses a connection between the carrier or lifeline and the point of attachment on the full body harness that is not longer than nine inches.

• Make sure ladder safety devices with rigid carriers have mountings that:

– Are attached at each end of the carrier

**and**

– Have intermediate mountings that are all of the following:

■ Spaced along the entire length of the carrier in accordance with the manufacturer's recommendations.

■ Installed within one foot below each splice on the carrier.

■ Have a maximum distance between mountings that is twenty-five feet or less.

• Make sure ladder safety devices with flexible carriers have:

– Mountings that are attached at each end of the carrier

**and**

– Cable guides that are spaced at least twenty-five feet, but no further than forty feet, apart along the entire length of the carrier.

• Make sure the design and installation of mountings and cable guides does not reduce the design strength of the ladder.

#### NEW SECTION

##### **WAC 296-876-700 Fixed ladders inspection and maintenance—Section contents.**

**Your responsibility:**

To make sure fixed ladders are inspected and maintained properly.

Protection against corrosion and deterioration.

WAC 296-876-70005

Inspection and repair.

WAC 296-876-70010

#### NEW SECTION

##### **WAC 296-876-70005 Protection against corrosion and deterioration.**

**You must:**

• Paint or otherwise treat metal ladders or metal parts to resist rust and corrosion if they are:

– Exposed to the elements

**or**

– Located where rust or corrosion could be expected.

• Treat wood ladders used in conditions where decay may occur with a nonirritating preservative.

• Make sure wood ladders are not coated with an opaque covering except for the minimum amount necessary for identification and warning information which may be placed on one face only of a side rail.

• Treat the interface between different materials or use other means to prevent:

– One material from damaging or having a harmful effect on another material

**and**

– Electrolytic action between dissimilar metals.

#### NEW SECTION

##### **WAC 296-876-70010 Inspection and repair.**

**You must:**

• Keep ladders in safe condition.

• Have a competent person inspect a ladder for visual defects:

– Periodically

**and**

– After any occurrence that could affect safe use.

- Make sure any ladder with structural damage or other hazardous defect is immediately removed from service.

**Note:** • Structural damage includes, but is not limited to, any of the following:

- Broken or missing rungs, cleats, or steps.
- Broken or split rails.
- Corroded components.
- Bolts and welds missing or not secure.

• A ladder is considered to be removed from service if any of the following are done:

- It is marked to identify it as defective.
- It is tagged with "do not use" or similar language.
- It is blocked so that it cannot be used, for example, by using a plywood attachment that spans several rungs.

**You must:**

- Make sure repairs restore the ladder to a condition meeting its original design criteria.

NEW SECTION

**WAC 296-876-800 Fixed ladder use—Section contents.**

**Your responsibility:**

To use fixed ladders safely.

Designed load.

WAC 296-876-80005

Climbing and descending.

WAC 296-876-80010

NEW SECTION

**WAC 296-876-80005 Designed load.**

**You must:**

- Make sure not to overload ladders. Do not exceed either the:

- Maximum intended load

**or**

- Manufacturer's rated capacity.

**Definition:**

The **maximum intended load** is the total load of all persons, equipment, tools, materials, transmitted loads, and other loads reasonably anticipated to be applied to a ladder or ladder component at any one time.

NEW SECTION

**WAC 296-876-80010 Climbing and descending.**

**You must:**

- Have both hands free to hold on to the ladder.
- Face the ladder when climbing or descending.
- Keep ladders free of oil, grease, or other slippery materials.

NEW SECTION

**WAC 296-876-900 Definitions.**

**Cage.** An enclosure that encircles the climbing space of a fixed ladder. It is fastened to the ladder side rails or to the structure and may also be called a cage or basket guard.

**Cleat.** A ladder crosspiece used in climbing or descending. Also called a step or rung.

**Equivalent.** Alternative design, material or method to protect against a hazard. You have to demonstrate it provides an equal or greater degree of safety for employees than the method, material or design specified in the rule.

**Extension ladder.** A nonself-supporting portable ladder consisting of two or more sections. The sections travel in guides or brackets that allow the length of the ladder to be changed. The size is designated by the sum of the lengths of each section, measured along the side rails.

**Failure.** The ladder or ladder component loses the ability to carry the load, breaks, or separates into component parts.

**Fastenings.** A fastening is a device to attach a ladder to a structure, building, or equipment.

**Fixed ladder.** A ladder permanently attached to a structure, building, or equipment.

**Grab bars.** Handholds placed adjacent to or as an extension above ladders for the purpose of providing access beyond the limits of the ladder.

**Job-made ladder.** A ladder that is made, not commercially manufactured, to fit a specific job situation. They are for temporary use until a particular phase of construction is completed or until permanent stairways or fixed ladders are ready to use.

**Individual-rung/step ladder.** A fixed ladder consisting of individual steps or rungs mounted directly to the side or wall of the structure, building, or equipment.

**Ladder.** A device having steps, rungs, or cleats that can be used to climb or descend.

**Ladder safety device.** Any device, other than a cage or well, designed to arrest the fall of a person using a fixed ladder.

**Ladder type.** The designation that identifies the maximum intended load (working load) of the ladder. Ladder types are as follows:

Duty Rating	Ladder Type	Use	Maximum Intended Load (Pounds)
Extra Heavy-Duty	IA	Industry, utilities, contractors	300
Heavy-Duty	I	Industry, utilities, contractors	250
Medium-Duty	II	Painters, offices, light maintenance	225
Light-Duty	III	General household use	200

**Landing.** Any area such as the ground, roof, or platform that provides access or egress to a ladder.

**Maximum intended load.** The total load of all persons, equipment, tools, materials, transmitted loads, and other loads reasonably anticipated to be applied to a ladder or lad-

der component at any one time. Sometimes referred to as working load.

**Pitch.** The included angle between the horizontal and the ladder, measured on the opposite side of the ladder from the climbing side.

**Portable ladder.** A ladder that can be readily moved or carried.

**Reinforced plastic.** A plastic that has high-strength fillers embedded in the base resin to increase strength.

**Reinforced plastic ladder.** A ladder whose side rails are reinforced plastic. The crosspieces, hardware, and fasteners may be made of metal or other suitable material.

**Rung.** A ladder crosspiece used in climbing or descending. Also called a cleat or step.

**Side-step ladder.** A fixed ladder that requires a person to step to the side of the ladder side rails to reach the landing.

**Single ladder.** A nonself-supporting portable ladder, nonadjustable in length, consisting of one section. The size is designated by the overall length of the side rail.

**Single-rail ladder.** A portable ladder with crosspieces mounted on a single rail. Single-rail ladders are prohibited from use.

**Special-purpose ladder.** A portable ladder that is made by modifying or combining design or construction features of the general-purpose types of ladders in order to adapt the ladder to special or specific uses.

**Step.** A ladder crosspiece used in climbing or descending. Also called a cleat or rung.

**Stepladder.** A self-supporting portable ladder, nonadjustable in length, with flat steps and hinged at the top. The size is designated by the overall length of the ladder measured along the front edge of the side rails.

**Through ladder.** A fixed ladder that requires a person to step between the side rails of the ladder to reach the landing.

**Trestle ladder.** A self-supporting portable ladder, nonadjustable in length, consisting of two sections hinged at the top to form equal angles with the base. The size is designated by the length of the side rails measured along the front edge.

**Well.** A walled enclosure around a fixed ladder that provides a person climbing the ladder with the same protection as a cage.

**Working length.** The length of a nonself-supporting ladder, measured along the rails, from the base support point of the ladder to the point of bearing at the top.

## REPEALER

The following section of the Washington Administrative Code is repealed:

WAC 296-876-50005 Training.

## PART J-1

### WORKING SURFACES, GUARDING FLOORS AND WALL OPENINGS(~~(, FIXED LADDERS))~~)

**Note: Requirements relating to portable ladders and fixed ladders have been moved to chapter 296-876 WAC, (~~(Portable))~~ Ladders, portable and fixed.**

AMENDATORY SECTION (Amending WSR 01-11-038, filed 5/9/01, effective 9/1/01)

**WAC 296-24-23507 Footwalks and ladders.** (1) Location of footwalks.

(a) If sufficient headroom is available on cab-operated cranes, a footwalk shall be provided on the drive side along the entire length of the bridge of all cranes having the trolley running on the top of the girders. To give sufficient access to the opposite side of the trolley, there should be provided either a footwalk mounted on the trolley, a suitable footwalk or platform in the building, or a footwalk on the opposite side of the crane at least twice the length of the trolley.

(b) Footwalks should be located to give a headroom not less than 78 inches. In no case shall less than 48 inches be provided. If 48 inches of headroom cannot be provided, footwalks should be omitted from the crane and a stationary platform or landing stage built for workers making repairs.

(2) Construction of footwalks.

(a) Footwalks shall be of rigid construction and designed to sustain a distributed load of at least 50 pounds per square foot.

(b) Footwalks shall have a walking surface of antislip type.

Note: Wood will meet this requirement.

(c) Footwalks should be continuous and permanently secured.

(d) Footwalks should have a clear passageway at least 18 inches wide except opposite the bridge motor, where they should be not less than 15 inches. The inner edge shall extend at least to the line of the outside edge of the lower cover plate or flange of the girder.

(3) Toeboards and handrails for footwalks. Toeboards and handrails shall be in compliance with WAC 296-24-750 through 296-24-75011 and WAC 296-800-260.

(4) Ladders and stairways.

(a) Gantry cranes shall be provided with ladders or stairways extending from the ground to the footwalk or cab platform.

(b) Stairways shall be equipped with rigid and substantial metal handrails. Walking surfaces shall be of an antislip type.

(c) Ladders shall be permanently and securely fastened in place and shall be constructed in compliance with (~~WAC 296-24-810 through 296-24-81011~~) chapter 296-876 WAC, Ladders, portable and fixed.

REPEALER

The following sections of the Washington Administrative Code are repealed:

WAC 296-24-810	Fixed ladders.
WAC 296-24-81001	Definitions.
WAC 296-24-81003	Design requirements.
WAC 296-24-81005	Specific features.
WAC 296-24-81007	Clearance.
WAC 296-24-81009	Special requirements.
WAC 296-24-81011	Pitch.
WAC 296-24-81013	Maintenance and use.

AMENDATORY SECTION (Amending WSR 04-18-080, filed 8/31/04, effective 11/1/04)

**WAC 296-78-71001 General.** (1) Construction when not specifically covered in these standards shall be governed by such other standards adopted by the department of labor and industries as may apply.

(2) All buildings, docks, tramways, walkways, log dumps and other structures shall be so designed, constructed, and maintained as to provide a safety factor of four. This means that all members shall be capable of supporting four times the maximum load to be imposed. This provision refers to buildings, docks and so forth designed and constructed subsequent to the effective date of these standards and also refers in all cases where either complete or major changes or repairs are made to such buildings, docks, tramways, walkways, log dumps and other structures.

(3) Basements on ground floors under mills shall be evenly surfaced, free from unnecessary obstructions and debris, and provided with lighting facilities in compliance with the requirements of the safety and health core rules, WAC 296-800-210.

(4) All engines, motors, transmission machinery or operating equipment installed in mill basements or ground floors shall be equipped with standard safeguards for the protection of workers.

(5) Flooring of buildings, ramps and walkways not subject to supporting motive equipment shall be of not less than two-inch wood planking or material of equivalent structural strength.

(6) Flooring of buildings, ramps, docks, trestles and other structure required to support motive equipment shall be of not less than full two and one-half inch wood planing or material of equivalent structural strength. However, where flooring is covered by steel floor plates, two inch wood planking or material of equivalent structural strength may be used.

(7) Walkways, docks, and platforms.

(a) Walkways, docks and platforms shall be constructed and maintained in accordance with the requirements of WAC 296-24-735 through 296-24-75011 and WAC 296-800-270.

(b) Maintenance. Walkways shall be evenly floored and kept in good repair.

(c) Where elevated platforms are used they shall be equipped with stairways or ladders in accordance with WAC 296-24-765 through 296-24-81013, ~~((and))~~ WAC 296-800-250 and ~~((296-800-290))~~ chapter 296-876 WAC, Ladders, portable and fixed.

AMENDATORY SECTION (Amending WSR 01-11-038, filed 5/9/01, effective 9/1/01)

**WAC 296-78-71009 Stairways and ladders.** (1) Stairways shall be used in preference over ladders wherever possible. Stairways or ladders, whichever is used, shall be constructed and maintained in accordance with the provisions of WAC 296-24-75009 through 296-24-81013, ~~((and))~~ WAC 296-800-250 and ~~((296-800-290))~~ chapter 296-876 WAC, Ladders, portable and fixed.

(2) Doors shall not open directly on a flight of stairs.

(3) Permanent ladders shall be fastened securely at both top and bottom.

(4) Portable ladders shall not be used upon footing other than suitable type.

(5) Hooks or other means of securing portable ladders when in use, shall be provided.

(6) Portable ladders shall not be used for oiling machinery which is in motion.

AMENDATORY SECTION (Amending WSR 04-14-028, filed 6/29/04, effective 1/1/05)

**WAC 296-78-71017 Dry kilns.** (1) Dry kilns shall be so constructed upon solid foundations that tracks will not sag. Dry kilns shall be provided with suitable walkways. Each kiln shall have doors that operate from the inside and be provided with escape doors of adequate height and width to accommodate an average size man, that also operates from the inside, and shall be located in or near the main door. Escape doors shall swing in the direction of exit. Kiln doors and door carriers shall be fitted with safety devices to prevent the doors or carriers from falling.

(2) Ladders. A fixed ladder, in accordance with the requirements of ~~((WAC 296-24-810 through 296-24-81013 of the general safety and health standards and WAC 296-800-290 of the safety and health core rules))~~ chapter 296-876 WAC, Ladders, portable and fixed, or other means shall be provided to permit access to the roof. Where controls and machinery are mounted on the roof, a permanent stairway with standard handrail shall be installed in accordance with the requirements of WAC ~~((296-800-290))~~ 296-800-250.

(3) A heated room shall be provided for the use of the kiln operator in inclement weather. He should remain in such room for at least ten minutes after leaving a hot kiln before going to cold outside air.

(4) Where operating pits are used, they shall be well ventilated, drained and lighted. Substantial gratings shall be installed at the kiln floor line. Steam lines shall be provided with insulation wherever exposed to contact by employees. Fans shall be enclosed by standard safeguards.

(5) Mechanical equipment. All belts, pulleys, blowers, and other exposed moving equipment used in or about kilns shall be guarded in accordance with chapter 296-806 WAC, Machine safety.

## PART J

STAIRWAYS (~~AND FIXED LADDERS~~)

**Note: Requirements relating to portable ladders and fixed ladders have been moved to chapter 296-876 WAC. Ladders, portable and fixed.**

AMENDATORY SECTION (Amending WSR 05-20-068, filed 10/4/05, effective 1/1/06)

**WAC 296-155-475 Scope and application.** This part applies to all stairways (~~and fixed ladders~~) used in construction, alteration, repair (including painting and decorating), and demolition workplaces covered under chapter 296-155 WAC, and also sets forth, in specified circumstances, when (~~ladders and~~) stairways are required to be provided.

**Reference:**

- Requirements for ladders used on or with scaffolds are located in chapter 296-874 WAC, Scaffolds.
- Requirements for portable ladders and fixed ladders are located in chapter 296-876 WAC (~~(-Portable ladders)~~).

AMENDATORY SECTION (Amending WSR 05-20-068, filed 10/4/05, effective 1/1/06)

**WAC 296-155-47501 Definitions applicable to this part.** (1) (~~Cleat means a ladder crosspiece of rectangular cross section placed on edge upon which a person may step while ascending or descending a ladder.~~)

(2) ~~Double cleat ladder means a ladder similar in construction to a single cleat ladder, but with a center rail to allow simultaneous two-way traffic for employees ascending or descending.~~

(3) ~~Equivalent means alternative designs, materials, or methods that the employer can demonstrate will provide an equal or greater degree of safety for employees than the method or item specified in the standard.~~

(4) ~~Failure means load refusal, breakage, or separation of component parts. Load refusal is the point where the structural members lose their ability to carry the loads.~~

(5) ~~Fixed ladder means a ladder that cannot be readily moved or carried because it is an integral part of a building or structure. A side step fixed ladder is a fixed ladder that requires a person getting off at the top to step to the side of the ladder side rails to reach the landing. A through fixed ladder is a fixed ladder that requires a person getting off at the top to step between the side rails of the ladder to reach the landing. For the purpose of this standard, slip forms and scaffolds with built in ladders permanently attached, are considered to be fixed ladders.~~

(6) ~~Handrail means a rail used to provide employees with a handhold for support.~~

(7) ~~Individual rung/step ladders means ladders without a side rail or center rail support. Such ladders are made by mounting individual steps or rungs directly to the side or wall of the structure.~~

(8) ~~Landing means any area such as the ground, roof, or platform that provides access/egress for a ladder.~~

(9) ~~Lower levels means those areas to which an employee can fall from a stairway or ladder. Such areas include ground levels, floors, roofs, ramps, runways, excavations, pits, tanks, material, water, equipment, and similar sur-~~

faces. It does not include the surface from which the employee falls.

(10) ~~Maximum intended load means the total load of all employees, equipment, tools, materials, transmitted loads, and other loads anticipated to be applied to a ladder component at any one time.~~

(11) ~~Nosing means that portion of a tread projecting beyond the face of the riser immediately below.~~

(12) ~~Platform means a walking/working surface for persons, elevated above the surrounding floor or ground.~~

(13) ~~Point of access means all areas used by employees for work-related passage from one area or level to another. Such open areas include doorways, passageways, stairway openings, studded walls, and various other permanent or temporary openings used for such travel.~~

(14) ~~Riser height means the vertical distance from the top of a tread to the top of the next higher tread or platform/landing or the distance from the top of a platform/landing to the top of the next higher tread or platform/landing.~~

(15) ~~Side step fixed ladder. See "fixed ladder."~~

(16) ~~Single cleat ladder means a ladder consisting of a pair of side rails, connected together by cleats, rungs, or steps.~~

(17) ~~Spiral stairway means a series of steps attached to a vertical pole and progressing upward in a winding fashion within a cylindrical space.~~

(18) ~~Stairrail system means a vertical barrier erected along the unprotected sides and edges of a stairway to prevent employees from falling to lower levels. The top surface of a stairrail system may also be a "handrail."~~

(19) ~~Through fixed ladder. See "fixed ladder."~~

(20) ~~Tread depth means the horizontal distance from front to back of a tread (excluding nosing, if any).~~

(21) ~~Unprotected sides and edges means any side or edge (except at entrances to points of access) of a stairway where there is no stairrail system or wall 36 inches (.9 m) or more in height, and any side or edge (except at entrances to points of access) of a stairway landing, or ladder platform where there is no wall or guardrail system 39 inches (1 m) or more in height.~~

REPEALER

The following sections of the Washington Administrative Code are repealed:

WAC 296-155-480	Fixed ladders.
WAC 296-155-48060	Training requirements.
WAC 296-155-48080	Appendix A.
WAC 296-155-48090	Reserved.

AMENDATORY SECTION (Amending WSR 05-01-054, filed 12/7/04, effective 3/1/05)

**WAC 296-874-40026 Meet these requirements when using ladder jack scaffolds.**

**You must:**

- Make sure the platform height is not higher than twenty feet (6.1 m).
- Make sure ladder jacks are designed and constructed so they rest:

– On the side rails and ladder rungs together;

**OR**

– Only on the rungs.

- Make sure ladder jacks that rest on rungs only have a bearing area that includes a length of at least ten inches (25.4 cm) on each rung.

- Make sure ladders used to support ladder jacks are:

– Type I (two hundred fifty pound rated capacity) or Type IA (300 pound rated capacity);

**AND**

– Are placed, fastened, or equipped with devices to prevent slipping.

**Note:** Ladders with a duty rating or weight capacity greater than a Type I ladder (250 pounds) satisfy the requirement to use a Type I or Type IA ladder.

**You must:**

• Make sure job-made ladders are not used to support ladder jack scaffolds.

• Make sure scaffold platforms are not bridged together.

**Reference:** • There are specific fall protection requirements for employees using ladder jack scaffolds. Go to WAC 296-874-20056.

~~((Requirements for wood and metal ladders for general industry activities are found in other chapters:~~

~~– Portable ladders: Metal and wooden, WAC 296-800-290, are found in the safety and health core rules, chapter 296-800-WAC;~~

~~– Portable wood ladders, WAC 296-24-780, and portable metal ladders, WAC 296-24-795, are found in Working surfaces, guarding floors and wall openings, ladders, Part J-1, in the general safety and health standards, chapter 296-24-WAC.~~

~~• For construction activities, go to Ladders, WAC 296-155-480, in the safety standards for construction work, chapter 296-155.)~~

~~• Requirements for portable and fixed ladders are found in chapter 296-876 WAC, Ladders, portable and fixed.~~

AMENDATORY SECTION (Amending WSR 05-01-054, filed 12/7/04, effective 3/1/05)

**WAC 296-874-40038 Meet these requirements when using step, platform and trestle ladder scaffolds.**

**You must:**

• Make sure ladders used to support step, platform, and trestle ladder scaffolds are:

– Type I (250 pound rated capacity) or Type IA (300 pound rated capacity);

**AND**

– Placed, fastened, or equipped with devices to prevent slipping.

**Note:** Ladders with a duty rating or weight capacity greater than a Type I ladder (250 pounds) satisfy the requirement to use a Type I or Type IA ladder.

**You must:**

• Make sure job-made ladders are not used to support step, platform, and trestle ladder scaffolds.

**Reference:** • There are specific fall protection requirements for employees using ladder jack scaffolds. Go to WAC 296-874-20056.

~~((Requirements for wood and metal ladders are found in other chapters:~~

~~– For general industry activities, go to the following:~~

~~■ The safety and health core rules, chapter 296-800 WAC, and find portable ladders: Metal and wooden, WAC 296-800-290.~~

~~■ Working surfaces, guarding floors and wall openings, ladders, chapter 296-24 WAC, Part J-1, and find Portable wood ladders, WAC 296-24-780, and Portable metal ladders, WAC 296-24-795.~~

~~– For construction activities, go to the safety standards for construction work, and find ladders, WAC 296-155-480.)~~

~~• Requirements for portable and fixed ladders are found in chapter 296-876 WAC, Ladders, portable and fixed.~~

**You must:**

• Make sure scaffold platforms are not placed higher than the second highest rung or step of the ladder supporting the platform.

• Make sure scaffold platforms are not bridged together.

## WSR 06-09-100

### EXPEDITED RULES

### PROFESSIONAL EDUCATOR STANDARDS BOARD

[Filed April 19, 2006, 11:27 a.m.]

Title of Rule and Other Identifying Information: Chapters 181-77, 181-77A, 181-78A, 181-79A, 181-82, 181-82A, 181-83, 181-85, 181-86, and 181-87 WAC. These chapters refer to educator preparation and certification.

### NOTICE

THIS RULE IS BEING PROPOSED UNDER AN EXPEDITED RULE-MAKING PROCESS THAT WILL ELIMINATE THE NEED FOR THE AGENCY TO HOLD PUBLIC HEARINGS, PREPARE A SMALL BUSINESS ECONOMIC IMPACT STATEMENT, OR PROVIDE RESPONSES TO THE CRITERIA FOR A SIGNIFICANT LEGISLATIVE RULE. IF YOU OBJECT TO THIS USE OF THE EXPEDITED RULE-MAKING PROCESS, YOU MUST EXPRESS YOUR OBJECTIONS IN WRITING AND THEY MUST BE SENT TO Jennifer Wallace, Executive Director, Professional Educator Standards Board, P.O. Box 47236, Olympia, WA 98504-7236, AND RECEIVED BY June 16, 2006.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of this proposal is to comply with ESSB 5732 which shifted rule-making authority and governance for educator preparation and certification from the state board of education to the professional educator standards board. Specifically, the changes replace the phrase "the state board of education" with "the professional educator standards board" in chapters 181-77, 181-77A, 181-78A, 181-79A, 181-82, 181-82A, 181-83, 181-85, 181-86, and 181-87 WAC, and replaces references to Title 180 WAC with Title 181 WAC.

Reasons Supporting Proposal: Compliance with ESSB 5732 shifting governance from the state board of education to the professional educator standards board.

Statutory Authority for Adoption: RCW 28A.410.210.

Statute Being Implemented: ESSB 5732.

Rule is not necessitated by federal law, federal or state court decision.

Name of Proponent: Professional educator standards board, governmental.

Name of Agency Personnel Responsible for Drafting: Pam Abbott, 600 South Washington Street, Olympia, WA 98504-7236, (360) 725-6275; Implementation and Enforcement: Jennifer Wallace, 600 South Washington Street, Olympia, WA 98504-7236, (360) 725-6275.

April 19, 2006

Nasue Nishida

Policy and Research Analyst

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-001 Authority.** The authority for this chapter is RCW 28A.410.010 which authorizes the ((~~state board of education~~)) professional educator standards board to establish, publish, and enforce rules and regulations determining eligibility for and certification of personnel employed in the common schools of this state.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-003 Definitions.** The following definitions shall apply to terms used in this chapter:

(1) "Approved program for training career and technical education teachers and career and technical education counselors" shall be defined as any program approved by the ((~~state board of education~~)) professional educator standards board which complies with chapter ((~~180-77A WAC [181-77A WAC]~~)) 181-77A WAC.

(2) "Career and technical education educator training" shall mean those career and technical education programs, courses, seminars and workshops offered for the purpose of career and technical education certification in compliance with chapter ((~~180-85 WAC [181-85 WAC]~~)) 181-85 WAC.

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

(4) "Specific safety requirements" shall mean completion of course work approved by the ((~~state board of education~~)) professional educator standards board and/or its designee which is designed to provide the career and technical education 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 career and technical 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 career and technical education 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-005 Types of career and technical education certificates.** The following types of certificates shall be issued:

(1) Teacher. The teacher certificate authorizes service as a teacher in the school district(s) or skills center(s) and shall be issued in one of the following categories and/or in a specific subcategory of the major category as approved by the ((~~state board of education~~)) professional educator standards board and/or its designee:

- (a) Agriculture education;
- (b) Business education;
- (c) Marketing education;
- (d) Family and consumer sciences education;
- (e) Technology education;
- (f) Trade and industrial;
- (g) Health occupations;
- (h) Diversified occupations;
- (i) Coordinator for work-based learning; or
- (j) New and emerging fields;

(2) Director. The director certificate authorizes service as a career and technical education director, as an assistant director, or as a career and technical education supervisor in the school district(s) or skills center(s);

(3) Counselor. The career and technical education counselor certificate authorizes service in the role of career and technical education guidance and counseling;

(4) Occupational information specialist. The occupational information specialist certificate authorizes service in the role as an occupational information specialist.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-014 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 career and technical education certificate.

The candidate for a probationary certificate must have substantially completed requirements for the initial career and technical education certificate as set forth in WAC ((~~180-77-031~~ [~~181-77-031~~] or ~~180-77-041~~ [~~181-77-041~~])) 181-77-031 or 181-77-041.

(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 career and technical education administrator. The plan must be approved by the local school district career and technical education 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 career and technical education 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 career and technical education instructor to develop competencies in the following:

- (iv) Career and technical education 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 career and technical education 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 career and technical education instructor to meet the requirements for the initial career and technical education certificate.

(vii) Provided, That candidates for probationary certificates as a coordinator of work-based learning shall successfully demonstrate competencies related to coordination techniques as verified by a ((~~state board of education~~)) professional educator standards board approved program and hold a valid probationary career and technical education teacher certificate.

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

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

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

(ii) Persons who meet the occupational experience requirements for career and technical education certification; or

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

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

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

(ii) The individual is being certified for a limited assignment and responsibility in a specified career and technical education 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 career and technical education 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~~ [~~181-77-014~~])) 181-77-014 (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 career and technical education certificates. Substitute career and technical education certificates may be issued to candidates who meet the requirements in WAC ((~~180-79A-231~~ [~~181-79A-231~~])) 181-79A-231 (2) or (4).

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-015 Certificate validity and renewal.**

(1) The initial certificate is valid for four years and may be renewed two times in accordance with WAC ((~~180-77-031~~ [~~181-77-031~~] or ~~180-77-041~~ [~~181-77-041~~])) 181-77-031 or 181-77-041.

(2) The initial renewal certificate is valid for three years and may be renewed one time in accordance with WAC ((~~180-77-031~~ [~~181-77-031~~])) 181-77-031 (2)(a) or ((~~180-77-041~~ [~~181-77-041~~])) 181-77-041 (2)(a).

(3) The continuing certificate is valid for five years and may be renewed every five years in accordance with WAC ((~~180-77-031(4)~~ [~~181-77-031(4)~~] or ~~180-77-041(4)~~ [~~181-77-041(4)~~])) 181-77-031(4) or 181-77-041(4).

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-020 Certificate required.** Persons serving as career and technical education instructors, career and technical education directors and assistant directors, career and technical education supervisors, career and technical education counselors, and occupational information specialists shall hold certificates authorized by the ~~((state board of education))~~ professional educator standards board for service in the respective roles.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-025 Personnel assignment.** Career and technical education teachers teaching other secondary school subjects and career and technical education counselors serving in addition as general counselors need to hold a valid certificate as provided for in chapter ~~((180-79A WAC [181-79A WAC]))~~ 181-79A WAC, Standards for teacher, administrator, and educational staff associate certification.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-031 Requirements for candidates seeking career and technical education certification who have completed approved college/university programs in a career and technical education endorsement area.** Candidates shall complete the following requirements in addition to those set forth in WAC ~~((180-79A-150 [181-79A-150], 180-79A-155 [181-79A-155], 180-82-322 [181-82-322]))~~ 181-79A-150, 181-79A-155, 181-82-322, and chapter ~~((180-78A WAC [181-78A WAC]))~~ 181-78A 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 career and technical education subject area for which certification is sought.

(b) Candidates for the initial certificate shall demonstrate competency in one or more of the specific endorsement areas of WAC ~~((180-82-322 [181-82-322]))~~ 181-82-322.

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

(d) Candidates for the initial certificate shall provide documentation of one year of paid occupational experience (two thousand hours) in the specific career and technical education 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.

(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 [181-77A-180]))~~ 181-77A-180.

(2) Initial renewal. Candidates for renewal of the initial certificate must complete three quarter hours of credit or thirty clock hours of career and technical education 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 career and technical education educator training in the career and technical education 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 career and technical education 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 career and technical education educator training;

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

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

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-041 Requirements for candidates seeking career and technical education certification on the basis of business and industry work experience.** Candidates for certification who have not completed approved programs set forth in WAC ~~((180-82-322 [181-82-322]))~~ 181-82-322 shall complete the following requirements in addition to those set forth in WAC ~~((180-79A-150 [181-79A-150]))~~ 181-79A-150 (1) and (2) and ~~((180-79A-155 [181-79A-155]))~~ 181-79A-155 (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 career and technical education 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 complete a ~~((state board of education))~~ professional educator standards board approved program under WAC ~~((180-77A-029 [181-77A-029]))~~ 181-77A-029 in which they demonstrate competence in the general standards for all career and technical education teacher certificate candidates pursuant to WAC ~~((180-~~

~~77A-165~~ [~~181-77A-165~~]) 181-77A-165, which include but are not limited to knowledge and skills in the following areas:

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

(c) 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 (~~180-77A-165(7)~~ [~~181-77A-165(7)~~]) 181-77A-165(7).

(d) 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~~ [~~181-77A-180~~]) 181-77A-180.

(2) Initial renewal. Candidates for renewal of the initial certificate must complete three quarter hours of credit or thirty clock hours of career and technical education 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 career and technical education educator training in the career and technical education 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 career and technical education 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 career and technical education educator training;
- (ii) Three quarter hours or thirty clock hours of career and technical education educator training and three quarter hours or thirty clock hours of technical education/upgrading;
- (iii) Three quarter hours or thirty clock hours of career and technical education educator training and three hundred hours of occupational experience.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-068 Requirements for coordinator of work-based learning initial or continuing certificates.** To obtain a coordinator of work-based learning certificate, a candidate must:

(1) Possess a valid initial or continuing career and technical education teaching certificate; and

(2) Successfully demonstrate competencies related to coordination techniques as verified by a (~~state board of education~~) professional educator standards board approved program.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-075 Levels, validity and standards for certification of local career and technical education counselors.** Career and technical education counselors are required to meet the following:

(1) Counselors are required to possess a valid educational staff associate—counselor certificate as provided in WAC (~~180-79A-221(1)~~ [~~181-79A-221(1)~~]) 181-79A-221(1), in counseling and/or graduated from an institution of higher education in a counselor education program which includes study in such subjects as economics, sociology, psychology, political science and sources of occupational information in order to obtain a one-year certificate. All vocational counselors must have completed courses in the following or equivalent experiences:

(a) Techniques of counseling or counseling theory to include individual and/or group;

(b) Tests and measurements and/or individual mental measurement and/or psychological evaluation;

(c) Counseling practice;

(d) Philosophy of vocational education;

(e) Counselors must have had two years of varied work experience in the last ten years other than teaching or counseling experience;

(f) Experience is suggested in dealing with employment and personnel problems and with placement and evaluation of workers in business, industry, agriculture, education and/or government service.

(2) The requirements for a three-year certificate are as follows:

(a) The counselor must have possessed a one-year certificate in the past two years;

(b) Counselors must have had one year of career and technical education counseling;

(c) Counselors must have three quarter credits or the equivalent of approved professional education since the previous certificate.

(3) The requirements for a five-year certificate are as follows:

(a) Counselors must have had two years of career and technical education counseling during the previous three-year certificate;

(b) Counselors are required to have had six quarter credits or the equivalent of approved training in career and technical education counseling and/or career and technical education since the previous certificate.

(4) To renew a counselor certificate the following is required:

(a) The one-year certificate may be renewed two times;

(b) The three-year certificate may be renewed one time provided:

(i) The counselor has had one year of career and technical education counseling during the life of the previous certificate; and

(ii) The counselor has had three quarter credits or the equivalent training in career and technical education counseling and/or career and technical education since the previous certificate.

(c) The five-year certificate may be renewed every five years provided:

(i) The counselor has had two years of career and technical education counseling during the previous five-year career and technical education certificate; and

(ii) The counselor has had six quarter credits or the equivalent of career and technical education training and/or equivalent experience.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-110 Career and technical education instructor certification reciprocity.** The superintendent of public instruction will recognize community and technical college instructors certified under WAC 131-16-091 through 131-16-095 when these individuals provide instruction to high school students. These instructors must maintain their certification in good standing and, when employed to provide services within a public common school shall be required to have completed and have on file:

(1) Documentation of completion of the issues of abuse requirement pursuant to RCW 28A.410.035; and

(2) A background check as defined in WAC ((~~180-79A-150(2)~~ [~~181-79A-150(2)~~])) 181-79A-150(2) and RCW 28A.410.010; and

(3) Evidence of good moral character as required in WAC ((~~180-79A-155~~ [~~181-79A-155~~])) 181-79A-155.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-120 Out-of-state candidates.** Out-of-state applicants shall be eligible for Washington career and technical education certificates if they meet the standards in chapter ((~~180-77-WAC~~ [~~181-77-WAC~~])) 181-77-WAC or as follows: Provided, That candidates who apply for a career and technical education 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 career and technical education 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)~~ [~~181-79A-150(4)~~])) 181-79A-150(4).

(c) Holds an appropriate career and technical education certificate issued by another state and had practiced at the P-12 level in that respective role outside the state of Washington for three years and has completed competency-based teacher training.

(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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77-122 Appeal procedures.** Career and technical education certification candidates who apply directly to the superintendent of public instruction for a certificate, certificate renewal, or certificate reinstatement and whose application is denied shall be entitled to appeal that decision in accordance with the appeal procedures in chapter ((~~180-86-WAC~~ [~~181-86-WAC~~])) 181-86-WAC.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-003 Authority.** The authority for this chapter is RCW 28A.410.010 which authorizes the ((~~state board of education~~)) professional educator standards board 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~~)) 28A.410.210 (1) and (2) which authorizes the ((~~state board of education~~)) professional educator standards board to approve educator preparation programs in institutions of higher education.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-029 Procedures for initial approval of a career and technical education teacher preparation program for candidates applying under WAC ((~~180-77-041~~ [~~181-77-041~~])) 181-77-041.** Using the criteria published by the office of the superintendent of public instruction as a guideline, 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 career and technical education teacher preparation program for candidates applying under WAC ((~~180-77-041~~ [~~181-77-041~~])) 181-77-041 shall comply with the following:

(1) Advise the ((~~state board of education~~)) professional educator standards board of the desire to establish the career and technical education teacher preparation program, identi-

fyng the agencies involved and the administrator of the program.

(2) Establish and maintain a representative program advisory committee including career and technical education teachers from the discipline, at least one first-year teacher (if applicable) who has completed the respective program, career and technical education administrators, and industry and/or community representatives.

The purpose of the program advisory committee is to advise, validate, and review the integrity of the respective career and technical education teacher education program.

(3) Describe the planned process that the approved career and technical education teacher preparation program will use to assess, in multiple ways, over time, its career and technical education teacher candidates knowledge and skills as required by WAC ~~((180-77A-165 [181-77A-165]))~~ 181-77A-165, including, where appropriate, evidence related to positive impact on student learning.

(4) 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.

(5) Present the plan to the ~~((state board of education))~~ professional educator standards board.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-030 Length of time for which a career and technical education teacher program based on business and industry work experience shall be approved.** (1) The ~~((state board of education))~~ professional educator standards board shall approve all programs under these program approval standards for five years unless the ~~((state board of education))~~ professional educator standards board approves a variation.

(2) The ~~((state board of education))~~ professional educator standards board, upon receipt of a complaint from any source or upon its initiative, may review all or any part of a program for compliance with the provisions of this chapter. If deviations are found, the ~~((state board of education))~~ professional educator standards board is authorized to rescind program approval until the program provider submits an acceptable compliance agreement which will bring the 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))~~ professional educator standards board, the program shall be placed on probationary status and the probationary status provision of WAC ~~((180-77A-033 [181-77A-033]))~~ 181-77A-033 shall apply.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-033 Probationary status for a career and technical education teacher preparation program based on business and industry work experience.** Program providers with approved programs shall not lose official

approval status until the ~~((state board of education))~~ professional educator standards board has taken final action to disapprove the 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 program for those candidates for certification currently enrolled in the program and who are scheduled to complete such program within such academic years and for the purpose of regaining ~~((state board of education))~~ professional educator standards board approval.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-037 Procedures for reestablishment of approval status for a career and technical education teacher preparation program based on business and industry work experience.** The procedures for the reestablishment of ~~((state board of education))~~ professional educator standards board approval of a program shall be the same as the procedure for initial approval as provided in WAC ~~((180-77A-029 [181-77A-029]))~~ 181-77A-029.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-040 Responsibilities of the designated program administrator.** Each provider of an approved career and technical education teacher preparation program based on business and industry work experience pursuant to WAC ~~((180-77A-029 [181-77A-029]))~~ 181-77A-029 shall require the administrator to coordinate the following responsibilities:

(1) Submit to the ~~((state board of education))~~ professional educator standards board 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-080 Substitute pay for members of program advisory committees.** Service on program advisory committees by certificated employees is deemed by the ~~((state board of education))~~ professional educator standards board 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-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))~~ professional educator standards board for WAC ~~((180-77-005 [181-77-005]))~~ 181-77-005 shall be assessed on the basis of the requirements pursuant to WAC ~~((180-77-041 [181-77-041]))~~ 181-77-041 and ~~((180-77A-165 [181-77A-165]))~~ 181-77A-165.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-77A-180 Career and technical education teacher preparation specialty standards.** In addition to the standards identified in WAC 182-82-332 or ~~((180-77A-175 [180-77A-175]))~~ 181-77A-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 career and technical education 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-003 Authority.** The authority for this chapter is RCW ~~((28A.305-130))~~ 28A.410.210 (1) through

(4) which authorizes the ~~((state board of education))~~ professional educator standards board to approve and disapprove educator preparation programs in institutions of higher education in Washington state.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-005 Purpose.** In order to support the successful implementation of Washington's ongoing public school reform and improvement policies, the ~~((state board of education))~~ professional educator standards board is establishing a performance-based preparation system for educators. The intent 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 participate effectively in a diverse and democratic society. 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. 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-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))~~ professional educator standards board 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))~~ professional educator standards board 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 a candidate for accreditation or is 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 of Colleges and Universities;

(e) Southern Association of Colleges and Schools;

(f) Western Association of Schools and Colleges: Accrediting Commission for Junior and Senior Colleges.

(7) "An approved performance-based educator preparation program" means a program that requires the candidate to demonstrate in multiple ways, over time, specific (~~(state board of education)~~) professional educator standards board 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.

(9) "Collaboration" (as used in WAC (~~(180-78A-500 [181-78A-500])~~) 181-78A-500 through (~~(180-78A-540 [181-78A-540])~~) 181-78A-540) means ongoing communication among the professional growth team members using a variety of formats (e.g., conferences, electronic mail, conference calls, etc.) to reach consensus regarding the content - course work, experiences, competencies, knowledges and skills - of the candidate's professional growth plan.

(10) "Professional growth team."

(a) Teacher "professional growth team" means a team comprised of the candidate for professional certification, a colleague specified by the candidate, a college or university advisor appointed by the college or university, and a representative from the school district in which the candidate teaches.

(b) Principal/program administrator "professional growth team," for the purpose of professional certification, means a team comprised of the candidate for the professional certificate, a district representative or designee, a professional association representative, and a college or university advisor. "Professional growth team," for the purpose of renewal of the professional certificate, means a team comprised of the individual renewing the certificate and the superintendent, or superintendent designee or appointed representative.

(c) School counselor, school psychologist, and school social worker "professional growth team" for the purpose of professional certification, means a team comprised of the candidate for the professional certificate, a college/university representative, and a colleague/peer specified by the candidate.

(11) "Individual professional growth plan" means the document which identifies the specific competencies, knowledges, skills and experiences needed to meet the standards set forth in WAC (~~(180-78A-540 [181-78A-540])~~) 181-78A-

540. The individual professional growth plan shall meet requirements set forth in WAC (~~(180-78A-535 [181-78A-535])~~) 181-78A-535 (4)(a).

(12) "Preassessment seminar" means that component of the approved professional certificate program in which the candidate for a professional certificate, in collaboration with members of his/her professional growth team, identifies specific competencies, knowledges, skills and/or experiences needed to meet standards for the certificate as required by WAC (~~(180-78A-540 [181-78A-540])~~) 181-78A-540. The preassessment seminar shall meet requirements set forth in WAC (~~(180-78A-535 [181-78A-535])~~) 181-78A-535 (4)(a).

(13) "Culminating seminar" means that component of the approved professional certificate program in which the candidate for a professional certificate presents his/her final documentation and evidence of professional certificate level knowledge, skill and performance, and positive impact on student learning. The culminating seminar shall meet requirements set forth in WAC (~~(180-78A-535 [181-78A-535])~~) 181-78A-535 (4)(e).

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-100 Existing approved programs.** Chapter (~~(180-78A [181-78A])~~) 181-78A WAC rules shall govern all policies related to programs upon adoption by the (~~(state board of education)~~) professional educator standards board, which shall provide assistance to colleges and universities in the revision of their existing programs.

(1) All professional education programs shall be reviewed for approval under the 1997 program approval standards of chapter (~~(180-78A [181-78A])~~) 181-78A WAC by August 31, 2000. Colleges and universities may permit individuals accepted into teacher preparation programs on or before August 31, 2000, to obtain certification by meeting requirements of programs approved under approval standards described in chapter (~~(180-78 [181-78])~~) 181-78 WAC if the individuals complete the program on or before August 31, 2003, and the college or university verifies program completion to the superintendent of public instruction on or before December 31, 2003: Provided, That the (~~(state board of education)~~) professional educator standards board or its designee may waive this deadline on a case-by-case basis.

(2) All principal/program administrator programs shall be reviewed for approval under the 2002 program approval standards of chapter (~~(180-78A [181-78A])~~) 181-78A WAC by August 31, 2004. Colleges and universities may permit individuals accepted into principal/program administrator programs on or before August 31, 2004, to obtain a residency certificate by meeting requirements of programs approved under 1997 approval standards described in chapter (~~(180-78A [181-78A])~~) 181-78A WAC if the individuals complete the program on or before August 31, 2006, and the college or university verifies program completion to the superintendent of public instruction on or before December 31, 2006. Provided, That the (~~(state board of education)~~) professional educator standards board or its designee may waive this deadline on a case-by-case basis.

(3) All school counselor, school psychologist, or school social worker programs shall be approved under the 2004 program approval standards of chapter ~~((180-78A-181-78A))~~ 181-78A WAC by August 31, 2005. Colleges and universities may permit individuals accepted into the school counselor, school psychologist, or school social worker programs on or before August 31, 2005, to obtain a residency certificate by meeting requirements of programs approved under the 1997 approval standards described in chapter ~~((180-78A-181-78A))~~ 181-78A WAC if the individuals complete the program on or before August 31, 2007, and the college or university verifies program completion to the superintendent of public instruction on or before December 31, 2007. Provided that the ~~((state board of education))~~ professional educator standards board or its designee may waive this deadline on a case-by-case basis.

(4) Individuals who completed a principal/program administrator program on or before August 31, 2004, shall be granted an initial certificate if the preparing college or university verifies completion by December 31, 2004. Individuals who complete an educational staff associate program on or before August 31, 2005, shall be granted an initial certificate if the preparing college or university verifies completion by December 31, 2005.

(5) Institutions shall be given at least one year notification prior to a ~~((state board of education))~~ professional educator standards board 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))~~ professional educator standards board shall consider that request.

(6) The ~~((state board of education))~~ professional educator standards board 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 determining the schedule for site visits, the board shall take into consideration the partnership agreement between the state and the National Council for the Accreditation of Teacher Education (NCATE) as such agreement relates to the NCATE accreditation cycle and allow NCATE accredited colleges/universities to follow the NCATE schedule for their state site visit. Non-NCATE accredited colleges/universities shall have a state approval site visit every five years. The ~~((state board of education))~~ professional educator standards board may require more frequent site visits at their discretion pursuant to WAC ~~((180-78A-110(2)-181-78A-110(2)))~~ 181-78A-110(2).

(7) Each institution shall submit its program for review when requested by the ~~((state board of education))~~ professional educator standards board 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))~~ professional educator standards board for the year prior to the site visit.

(8) 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))~~ professional

educator standards board 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.

(9) In submitting a request for approval under these standards, the approved program shall provide a description of the criteria that the 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))~~ professional educator standards board shall grant approval or request specific revisions that need to be made in order to obtain ~~((state board of education))~~ professional educator standards board approval.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-105 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))~~ professional educator standards board of its desire to establish a preparation program.

(2) Establish the appropriate professional education advisory board pursuant to WAC ~~((180-78A-205-181-78A-205))~~ 181-78A-205.

(3) Develop with the assistance of the professional education advisory board and designated officials of the ~~((state board of education))~~ professional educator standards board, 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))~~ professional educator standards board 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))~~ professional educator standards board which shall approve it and grant initial approval status if the ~~((state board))~~ professional educator standards board is satisfied that the college or university will 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.

(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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-110 Length of time for which program approval status shall be granted.** (1) The ~~((state board of education))~~ professional educator standards board shall approve all preparation programs under the 1997 program approval standards for five years unless the ~~((state))~~ professional educator standards board approves a variation with the exception of new programs approved for up to two years under WAC ~~((180-78A-105 [181-78A-105]))~~ 181-78A-105.

(2) The superintendent of public instruction, upon receipt of a complaint from any source or upon her or his initiative, or initiative of the ~~((state))~~ professional educator standards board may review all or any part of a preparation program for compliance with the provisions of this chapter. If deviations are found, the ~~((state))~~ professional educator standards board 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))~~ professional educator standards board, the preparation program shall be placed on probationary status and the probationary status provision of WAC ~~((180-78A-115 [181-78A-115]))~~ 181-78A-115 shall apply.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-115 Probationary status.** Colleges and universities with approved preparation programs shall not lose official approval status until the ~~((state board of education))~~ professional educator standards board 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))~~ professional educator standards board approval.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-120 Procedures for reestablishment of approval status for an educator preparation program.** The procedures for the reestablishment of ~~((state board of education))~~ professional educator standards board approval of a preparation program shall be the same as the procedure for initial approval as provided in WAC ~~((180-78A-105 [181-78A-105]))~~ 181-78A-105, except that if the preparation program continues to operate pursuant to the probationary status

provision of WAC ~~((180-78A-115 [181-78A-115]))~~ 181-78A-115, the ~~((state board of education))~~ professional educator standards board may limit the content of the written plan required by WAC ~~((180-78A-105(3) [181-78A-105(3)]))~~ 181-78A-105(3) to program standards determined by the ~~((state board of education))~~ professional educator standards board to be the cause of the college or university's probationary status.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-136 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-261(2) [181-78A-261(2)]))~~ 181-78A-261(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 [181-79A]))~~ 181-79A WAC.
- (4) Dissemination of information relative to initial and continuing certification procedures and requirements.
- (5) The application process for certification.
- (6) Establishing and administering a process to counsel and assist applicants in the processing of applications for certificates and endorsements thereon: Provided, That colleges and universities need not provide such assistance to applicants who have completed less than 15 quarter (10 semester) hours of coursework at the respective college or university.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-205 Required professional education advisory board.** Colleges and universities seeking approval by the ~~((state board of education))~~ professional educator standards board as an approved preparation program, and in order to maintain such approval status, shall establish a professional education advisory board (PEAB) 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 (ESA), 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 admin-

istrator role involved: Provided, That each administrator PEAB shall include at least one member appointed by the association of Washington school principals (AWSPP) and one appointed by the Washington association of school administrators (WASA).

(4) The failure of a designated organization, as specified in WAC ((~~180-78A-209~~ [~~181-78A-209~~])) 181-78A-209, to make appointments to the designated board, or to make such appointments in a timely manner, shall not cause the preparation program to lose its approval status.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-215 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~~)) professional educator standards board as a committee formed for the purpose of furthering education within the state. Accordingly, the superintendent of public instruction, in conformance with the provisions of RCW 28A.300.035, shall make payments to school districts for needed substitutes.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-220 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 compliance with the provisions of WAC ((~~180-78A-250~~ [~~181-78A-250~~])) 181-78A-250, 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 compliance with the provision of WAC ((~~180-78A-255~~ [~~181-78A-255~~])) 181-78A-255, has established a performance-based preparation program.

(3) **Unit governance and resources:** A separate college, school, department, or other administrative unit within the college or university, in compliance with the provision of WAC ((~~180-78A-261~~ [~~181-78A-261~~])) 181-78A-261, is responsible for providing the resources needed to develop and maintain quality preparation programs.

(4) **Program design:** Each college or university, in compliance with the provision of WAC ((~~180-78A-264~~ [~~181-78A-264~~])) 181-78A-264, 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 compliance with the provision of WAC ((~~180-78A-270~~ [~~181-78A-270~~])) 181-78A-270, has established policies

requiring all candidates for certification to know and demonstrate the content, pedagogical, and professional knowledge and skills required for the particular certificate and areas of endorsement, which reflect the state's learning goals and essential academic learning requirements, and are necessary to help all students learn.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-225 Acceptance of alternative standards.** (1) For a given program, the ((~~state board of education~~)) professional educator standards board 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 for school counselor and school psychologist program approval (WAC ((~~180-78A-220~~ [~~181-78A-220~~])) 181-78A-220 (2) through (5)).

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

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-250 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-220(1)~~ [~~181-78A-220(1)~~])) 181-78A-220(1):

(1) The professional education advisory board has been established in accordance with WAC ((~~180-78A-209~~ [~~181-78A-209~~])) 181-78A-209.

(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 annually has reviewed follow-up studies, placement records, and summaries of performance on the pedagogy assessment for teacher candidates.

(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 annually has seen, reviewed and approved an executive summary of the activities of the professional education advisory board. The college or university has submitted the approved execu-

tive summary to the ~~((state board of education))~~ professional educator standards board.

(7) The professional education advisory board for administrator preparation programs participated in the candidate selection process for principal preparation programs.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-255 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-220(2) [181-78A-220(2)])~~ 181-78A-220(2). Each college and university shall:

(1) Submit for approval to the ~~((state board of education))~~ professional educator standards board a performance-based program for the preparation of teachers, administrators, and educational staff associates that identifies:

(a) A comprehensive set of learner expectations for each preparation program;

(b) An assessment system that reflects the conceptual framework(s) and state standards, and collects and analyzes data on applicant qualifications, candidate and graduate performance, unit operations and program quality;

(c) Explicit connections between professional, state, and institutional standards, and candidate assessments.

(2) During the first year following program completion, solicit feedback from program completers employed in education, and their supervisors, regarding the program's effectiveness.

(3) Maintain placement records for all program completers during the first year following program completion.

(4) Submit an annual report to the ~~((state board of education))~~ professional educator standards board for each approved program to include:

(a) An executive summary of the activities of each professional education advisory board, including membership, meeting attendance, meeting expenditure information, PEAB recommendations, and program responses to the recommendations.

(b) The number of students completing each approved program during the period from September 1 - August 31 of the previous year.

(c) Other information related to the preparation programs requested by the ~~((state board of education))~~ professional educator standards board.

(5) Collect and maintain exemplar candidate work samples that document a positive impact on student learning.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-261 Approval standard—Unit governance and resources.** Building on the mission to prepare educators who demonstrate a positive impact on student learning, the unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet state standards. 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-220(3) [181-78A-220(3)])~~ 181-78A-220(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) Faculty are qualified and model best professional practices in scholarship, service, and teaching including the assessment of their own effectiveness as related to candidate performance.

(4) The institution has and implements an explicit plan to ensure that candidates interact with higher education faculty, school faculty, other candidates and P-12 students representing diverse populations.

(5) The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of educators.

(6) The unit receives sufficient budgetary allocations at least proportional to other institutional units.

(7) Workload policies allow faculty members to be actively engaged in teaching, scholarship, assessment, advisement, collaborative work with P-12 schools, and service.

(8) 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.

(9) The unit has adequate facilities to support candidates in meeting standards.

(10) The unit has adequate information technology resources, library, and curricular resources, and electronic information to support faculty and candidates.

(11) The unit systematically evaluates faculty performance and facilitates professional development.

(12) Faculty regularly and systematically collaborate with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-264 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-220(4) [181-78A-220(4)])~~ 181-78A-220(4):

(1) The conceptual framework establishes the shared vision for the unit's efforts in preparing educators to work effectively in P-12 schools. It provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. The conceptual framework is based on current research and best practice, is cohesive and integrated, supports the state's student learning

goals and for teacher preparation programs, and reflects the essential academic learning requirements. The conceptual framework reflects the unit's commitment to preparing candidates to support learning for all students and the unit's commitment to preparing candidates who are able to use educational technology to help all students learn.

(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-200~~ [~~181-78A-200~~])) 181-78A-200 Candidate admission policies). These candidates include members from under represented groups.

(3) Programs shall assure that candidates are provided with opportunities to learn the pedagogical and professional knowledge and skills required for the particular certificate, and for teacher preparation programs, the competencies for endorsement areas.

(4) A set of learner expectations for program completion are identified and published.

(5)(a) The unit and its school partners design, implement, and evaluate field experiences and clinical practices so that candidates develop and demonstrate the knowledge and skills necessary to help all students learn. Provided, That candidates for an administrator certificate shall complete an internship pursuant to WAC ((~~180-78A-325~~ [~~181-78A-325~~])) 181-78A-325, candidates for a school psychologist certificate shall complete an internship pursuant to WAC ((~~180-78A-317~~ [~~181-78A-317~~])) 181-78A-317, and candidates for a school counselor certificate shall complete an internship pursuant to WAC ((~~180-78A-315~~ [~~181-78A-315~~])) 181-78A-315, and candidates for a school social worker certificate shall complete an internship pursuant to WAC ((~~180-78A-319~~ [~~181-78A-319~~])) 181-78A-319.

(b) Field experiences are integrated throughout the preparation program and occur in settings with students representing diverse populations.

(c) Clinical practice is sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing.

(6) The preparing institution shall assure that candidates are provided with appropriate course work and experiences in teaching methods for each endorsement area. The methods should include:

- (a) Instructional strategies.
- (b) Curriculum frameworks (essential academic learning requirements).
- (c) Assessment strategies, including performance-based measurements of student work.
- (d) Unit/lesson planning.
- (7) Entry and exit criteria exist for candidates in clinical practice.
- (8) Programs reflect ongoing collaboration with P-12 schools.
- (9) Candidates for a teacher certificate shall hold/obtain a baccalaureate degree from a regionally accredited college or university pursuant to WAC ((~~180-79A-030(5)~~ [~~181-79A-030(5)~~])) 181-79A-030(5).

(10) Beginning fall 2003, approved programs shall administer the pedagogy assessment adopted by the ((~~state board of education~~)) professional educator standards board

and published by the superintendent of public instruction to all candidates in a residency certificate program.

Candidates must take the pedagogy assessment as a condition of residency program completion. However, passage is not required for program completion as long as the program can provide other evidence, separately or in combination with the results of the pedagogy assessment, that the candidate has satisfied all program completion requirements.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-270 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-220(5)~~ [~~181-78A-220(5)~~])) 181-78A-220(5):

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

**Foundational knowledge**

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

(b) The subject matter content for the area(s) they teach, including relevant methods course work and the knowledge and skills for each endorsement area for which the candidate is applying (chapter ((~~180-82~~ [~~181-82~~])) 181-82 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, including laws pertaining to school health and safety.

(h) Professional ethics.

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

(j) 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.

(k) The standards, criteria and other requirements for obtaining the professional certificate, including a draft professional growth plan.

**Effective teaching**

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

(m) Different student approaches to learning for creating instructional opportunities adapted to learners of both sexes and from diverse cultural or linguistic backgrounds.

(n) Areas of exceptionality and learning — including, but not limited to, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

(o) Effective instructional strategies for students at all levels of academic abilities and talents with an awareness of the influence of culture and gender on student learning.

(p) Instructional strategies for developing reading, writing, critical thinking, and problem solving skills.

(q) The prevention and diagnosis of reading difficulties and research-based intervention strategies.

(r) 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.

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

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

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

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

#### **Professional development**

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

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

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

#### **(2) PRINCIPAL AND PROGRAM ADMINISTRATOR.**

(a) Effective August 31, 1997, through August 31, 2004, principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in an approved preparation program which shall include:

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

(A) **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.

(B) **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.

(C) **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.

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

(E) **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.

(F) **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.

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

(H) **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 that address students' gender and cultural differences; 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.

(I) **Curriculum design:** Interpreting school district curricula; planning and implementing with staff a framework for instruction that shall include the implementation of the state learning goals and essential academic learning requirements; 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.

(J) **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.

(K) **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.

(L) **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.

(M) **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.

(N) **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.

(O) **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.

(P) **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.

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

(R) **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.

(S) **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.

(T) **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.

(U) **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.

(ii) 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.

(b) Effective September 1, 2004, principal and program administrator candidates, in order to support student achieve-

ment of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

(i) Successful demonstration of standards. A school administrator is an educational leader who promotes the success of all students by:

(A) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

(B) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

(C) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(D) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

(E) Acting with integrity, fairness, and in an ethical manner; and

(F) Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

(ii) Performance assessment. An approved preparation program for principals shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the ((state board of education)) professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior ((state)) professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

(3) **SUPERINTENDENT.** Superintendent candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, 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 which implement the state learning goals and essential academic learning requirements, 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.** Effective August 31, 1997 through August 31, 2005, school counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, 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), including assessment of the state learning goals and essential academic learning requirements.

(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;

(ii) Knowledge of the school setting and curriculum including the state learning goals and essential academic learning requirements;

(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, career and technical education, and career options);

(F) Crisis intervention and referral; and

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

(ii) 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 COUNSELOR.** Effective September 1, 2005, school counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

(a) **Successful demonstration of standards:**

(i) **Foundations of the school counseling profession:**

Certified school counselors design, deliver, and evaluate student-centered, data-driven school counseling programs that advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.

(ii) **School counseling and student competencies:** Certified school counselors integrate academic, career, and personal/social student competencies, including Washington state learning goals and essential academic learning requirements, into the school counseling program; teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living, and working; and provide information about best practices to a school community.

(iii) **Human growth and development:** Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning, well-being, and to enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(vii) **Collaboration with school staff, family, and community:** Certified school counselors work collaboratively with school staff, families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community

resources to make appropriate referrals based on the needs of students.

(viii) **Information resources and technology:** Certified school counselors select and use informational resources and technology to facilitate delivery of a comprehensive school counseling program that meets student needs; and skillfully use technology to enhance communication.

(ix) **Student assessment and program evaluation:** Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

(x) **Leadership and advocacy:** Certified school counselors support practices and policies that promote academic rigor-skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

(b) **Performance assessment.** An approved preparation program for school counselors shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the ~~((state board of education))~~ professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior ~~((state))~~ professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

(6) **SCHOOL PSYCHOLOGIST.** Effective August 31, 1997, through August 31, 2005, school psychologist candidates, in order to support student achievement of the state

learning goals and essential academic learning requirements, 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, including the state learning goals and essential academic learning requirements.
- (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: Standardized norm-referenced and criteria-referenced measurements and curriculum-based measurements.
- (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.

(7) **School psychologist.** Effective September 1, 2005, school psychologist candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

(a) **Successful demonstration of standards:**

(i) **Data-based decision-making and accountability:** Certified school psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments; use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, evaluate the outcomes of services; and data-based decision making permeates every aspect of professional practice.

(ii) **Consultation and collaboration:** Certified school psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations; collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

(iii) **Effective instruction and development of cognitive/academic skills:** Certified school psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; collaborate with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions, including, but not limited to, instructional interventions and consultation.

(iv) **Socialization and development of life skills:** Certified school psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills; collaborate with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of inter-

ventions, including, but not limited to, consultation, behavioral assessment/intervention, and counseling.

(v) **Student diversity in development and learning:** Certified school psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning; demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

(vi) **School and systems organization, policy development, and climate:** Certified school psychologists have knowledge of general education, special education, and other educational and related services; understanding of schools and other settings as systems; work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

(vii) **Prevention, crisis intervention, and mental health:** Certified school psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

(viii) **Home/school/community collaboration:** Certified school psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

(ix) **Research and program evaluation:** Certified school psychologists have knowledge of research, statistics, and evaluation methods; evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

(x) **School psychology practice and development:** Certified school psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards, including the Washington Administrative Code; practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

(xi) **Information technology:** Certified school psychologists have knowledge of information sources and technology relevant to their work; access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

(b) **Performance assessment.** An approved preparation program for school psychologists shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the ~~((state board of education))~~ professional educator standards board and published by the office of the superintendent of public instruction. The

benchmarks may not be changed without prior ~~((state))~~ professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

(8) **SCHOOL SOCIAL WORKER.** Effective August 31, 1997, through August 31, 2005, school social worker candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, 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:

(i) State learning goals and essential academic learning requirements;

(ii) Theories of learning;

(iii) School law and professional ethics;

(iv) Computer technology in the workplace; and

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

(9) **School social workers.** Effective September 1, 2005, school social worker candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

(a) **Successful demonstration of standards:**

(i) **Core concepts and professional practice foundations:** The certified school social worker understands and applies the core concepts, tools of inquiry, theories, and skills and values of the general field of social work to the educational system; relates these core concepts to the Washington state learning goals, essential academic learning requirement (EALRS), Revised Code of Washington (RCW), Washington Administrative Code (WAC) and the Individuals With Disabilities Education Act (IDEA); and utilizes these constructs

to facilitate the educational, social and emotional development of students by working towards reducing the impact of nonacademic barriers to academic success.

(ii) **Planning, ecological assessment and evaluation:**

The certified school social worker understands and knows how to apply various formal and informal assessment tools to identify student, family, school and community needs using a strengths and systems perspective; engage students (individually or in groups), families, school staff and/or the larger community in designing interventions and developing programs, which bolsters the strengths and meets the needs identified; uses best practices in evaluation criteria to monitor the success of the intervention; revisions to the intervention plan are based on systematic data collection; and to utilize the principles of research design and program evaluation to improve student learning outcomes.

(iii) **Prevention/intervention services:** The certified school social worker has knowledge of and ability to provide prevention education and skill building in such areas as violence, mediation, bullying, substance misuse and abuse, conflict resolution/management, and stress management; provide direct intervention services to students through crisis management, case management, counseling, skill building, behavior management, teaching of psycho-educational curriculums, personal development skills and classroom presentations; and provide both prevention and intervention services to students individually, in small group or classroom settings as well as with students' families.

(iv) **Home, school and community consultation and collaboration:** The certified school social worker understands and has the ability to develop consultative and collaborative relationships both individually and on a systemic level with students, colleagues, families and the community to support students' learning and social/emotional development; assist students and their families in networking with various social support systems in order to benefit student learning; and use their extensive knowledge of community resources to appropriately refer students and families to various community services.

(v) **Advocacy and facilitation:** The certified school social worker understands and has the ability to advocate and facilitate changes that empower students, families, educators and others to gain access to and effectively use school and community resources.

(vi) **Diversity and school climate:** The certified school social worker understands how a student's learning is influenced and impacted by culture, family dynamics, community values, individual learning styles, talents, gender, sexual orientation, language, prior learning, economics and disabilities; utilize this knowledge to design, implement and evaluate programs that enhance student learning and social interaction in school, family and community settings; and how to create and support a safe, nurturing and secure learning environment by designing and using strategies to prevent or resolve ecological barriers that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(vii) **Professional development:** The certified school social worker understands and values the need for professional development and is able to use supervision, consulta-

tion, collaboration, continuing education and professional research to evaluate and enhance their practice.

(viii) **Information resources and technology:** The certified school social worker uses informational resources and technology to communicate, monitor student progress and evaluate programs; and access, appraise and utilize information sources and technology in ways that safeguard and enhance their quality of services.

(ix) **Professional code of conduct and ethics:** The certified school social worker understands, maintains and applies the professional codes of conduct and ethical practice guidelines embodied in the National Association of Social Work (NASW) code of ethics and School Social Work standards developed for the field of education; and are familiar with district, state and federal laws and policies relevant to the educational setting.

(b) **Performance assessment.** An approved preparation program for school social workers shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the ~~((state board of education))~~ professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior ~~((state))~~ professional educator standards board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-272 Approval of residency certificate preparation programs for principals/program administrators, school psychologists, school counselors and school social workers.** Colleges/universities offering residency certificate programs for principals/program administrators shall have these programs approved by the ~~((state board of education))~~ professional educator standards board by August 31, 2004. Colleges/universities offering residency certificate programs for school psychologists, school counselors, and school social workers shall have these programs approved by the ~~((state board of education))~~ professional educator standards board by August 31, 2005.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-310 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.410.025 and applicable ~~((state board of education))~~ professional educator standards board rules.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-325 Program approval requirement—Field experience for all administrators.** 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 certification is sought. Components of the required internship shall include demonstration by the candidate that he or she has the appropriate, specific relevant skills pursuant to WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270. 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-270 [181-78A-270]))~~ 181-78A-270 (2)(a) or (b): Provided further, That an approved preparation program for principals shall require for those individuals entering the program on or after September 1, 2004, an internship that shall include demonstration by the candidate that she or he has the appropriate, specific skills pursuant to the standards identified in WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270 (2)(b) and meets, at minimum, the standards-based benchmarks approved by the ~~((state board of education))~~ professional educator standards board and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior ~~((state))~~ professional educator standards board approval.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

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

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

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

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

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-400 Internship standards—State-funded administrator interns.** (1) Principal, superinten-

dent, 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))~~ professional educator standards board, pursuant to WAC ~~((180-78A-105 [181-78A-105]))~~ 181-78A-105.

(b) Completion of all administrator field experience, knowledge and skill certification requirements, pursuant to chapters ~~((180-78A [181-78A] and 180-79A [181-79A]))~~ 181-78A and 181-79A WAC.

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

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

(ii) Superintendent interns shall demonstrate competency in the standards identified as needing development by the mentor administrator, college/university supervisor, and the intern, pursuant to WAC ~~((180-78A-270(3) [181-78A-270(3)]))~~ 181-78A-270(3). Principal and program administrator interns admitted to programs before September 1, 2004, shall demonstrate competency in the performance domains identified as needing development by the mentor administrator, college/university, and the intern, pursuant to either WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270 (2)(a) or (b) pursuant to WAC ~~((180-78A-100 [181-78A-100]))~~ 181-78A-100. Principal and program administrator interns admitted to programs on or after September 1, 2004, shall demonstrate competency in the standards identified as needing development by the mentor administrator, college/university supervisor, and the intern, pursuant to WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270 (2)(b).

(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))~~ professional educator standards board.

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

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-500 Professional certificate program approval.** All professional certificate programs for teachers, principals/program administrators, and school counselors, school psychologists, and school social workers shall be

approved pursuant to the requirements in WAC ~~((180-78A-520 [181-78A-520]))~~ 181-78A-520 through ~~((180-78A-540 [181-78A-540]))~~ 181-78A-540. Only colleges/universities with ~~((state board of education))~~ professional educator standards board-approved residency certificate teacher, principals/program administrator, and school counselor, school psychologist, and school social worker preparation programs are eligible to apply for approval to offer professional certificate programs.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-505 Overview—Teacher professional certificate program.** (1) By September 1, 2001, all colleges and universities offering a professional certificate program must be in compliance with the new program standards.

(2) To obtain a professional certificate, the residency teacher will need to complete a ~~((state board of education))~~ professional educator standards board-approved professional certificate program collaboratively developed by a college/university and the professional educational advisory board (PEAB).

(3)(a) Prior to full admission to a professional certificate program, excluding the preassessment seminar, the candidate shall complete provisional status with a school district under RCW 28A.405.220, or the equivalent with a ~~((state))~~ professional educator standards board-approved private school or state agency providing educational services for students.

(b) The candidate may be fully admitted to the professional certificate program, prior to completion of provisional status, if the candidate provides to the program a letter from the candidate's employing school district, private school, or state agency providing educational services for students, documenting the employer's support for the candidate's full admission to the professional certificate program.

(4) The professional certificate requires successful demonstration of three standards (effective teaching, professional development, and professional contributions) and 12 criteria, pursuant to WAC ~~((180-78A-540 [181-78A-540]))~~ 181-78A-540, 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 as defined in WAC ~~((180-78A-010(8) [181-78A-010(8)]))~~ 181-78A-010(8).

(5)(a) The candidate and college or university shall develop an individual professional growth plan to be reviewed and agreed upon after input from and consultation and collaboration (WAC ~~((180-78A-010(9) [181-78A-010(9)]))~~ 181-78A-010(9)) with his/her professional growth team.

(b) The individual 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 set forth in WAC ~~((180-78A-540 [181-78A-540]))~~ 181-78A-540.

(c) The individual 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 knowl-

edge and skills needed to demonstrate successfully the standards and criteria set forth in WAC ((180-78A-540 [181-78A-540])) 181-78A-540.

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

(7) 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 program administrator 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-507 Overview—Principal/program administrator professional certificate programs.** By September 1, 2007, all colleges and universities offering a professional certificate program for principals/program administrators must be in compliance with the new program standards. To obtain a professional certificate, the residency principal will need to complete a ((state board of education)) professional educator standards board-approved professional certificate program, have satisfactory district evaluations for an administrator role, and document three contracted school years of employment as a principal or assistant principal; the residency program administrator will need to complete a ((state board of education)) professional educator standards board-approved professional certificate program and have satisfactory district evaluations for an administrator role.

The professional certificate for principals/program administrators requires successful demonstration of six standards at the professional certification benchmark levels, or above, and the candidate will need to provide evidence that he/she has had a positive impact on student learning.

The candidate and college or university shall develop an individual professional growth plan to be reviewed and agreed upon after input from and consultation and collaboration with his/her professional growth team. The individual growth plan shall address the six knowledge and skills standards, focus on activities that enhance student learning, and be informed by the performance evaluation process, and an analysis of the administrative context and assignment.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-509 Overview—Educational staff associate—School counselor/school psychologist/school social worker professional certificate programs.** By September 1, 2007, all colleges and universities offering ESA professional certificate programs must be in compliance with the new program standards. To obtain a professional ESA certificate, individuals will need to hold a valid ESA residency certificate, be employed in his/her ESA role in a public school district, ((state)) professional educator standards

board-approved private school or state agency providing educational services for students, and complete a ((state board of education)) professional educator standards board-approved professional ESA certificate program in his/her ESA role.

(1) The professional certificate requires successful demonstration of the ESA role standards at the professional certificate benchmark levels, or above, and the candidate will need to provide evidence that he/she has had a positive impact on student learning.

(2) The candidate shall develop an individual professional growth plan to be reviewed and agreed upon after input from and consultation with his/her professional growth team. The individual growth plan shall be based on an assessment of the candidate's ability to demonstrate standards at the professional benchmark level and evidence of a positive impact on student learning.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-515 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 college or university, in compliance with the provisions of WAC ((180-78A-250 [181-78A-250])) 181-78A-250 and ((180-78A-520 [181-78A-520])) 181-78A-520, 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 college or university, in compliance with the provision of WAC ((180-78A-525 [181-78A-525])) 181-78A-525, has established a performance-based program.

(3) **Resources.** The college or university, in compliance with the provision of WAC ((180-78A-530 [181-78A-530])) 181-78A-530, is responsible for providing the resources needed to develop and maintain quality professional programs.

(4) **Program design.** Each college or university, in compliance with the provision of WAC ((180-78A-535 [181-78A-535])) 181-78A-535, is responsible for establishing an approved professional certificate program which accommodates the individual professional growth needs of each candidate as set forth in his/her professional growth plan.

(5) **Knowledge and skills.** Each college or university, in compliance with the provision of WAC ((180-78A-540 [181-78A-540])) 181-78A-540, has established policies requiring that all candidates for certification demonstrate the standards and criteria for the professional certificate set forth in WAC ((180-78A-540 [181-78A-540])) 181-78A-540.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-520 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-515(1) [181-78A-515(1)])~~) 181-78A-515(1).

(1) The professional education advisory board established for the preservice program in accordance with WAC (~~(180-78A-209 [181-78A-209])~~) 181-78A-209 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)~~) professional educator standards board 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-525(7) [181-78A-525(7)])~~) 181-78A-525(7).

(4) The professional education advisory board has made recommendation(s), as appropriate, for program changes to the professional certificate administrator who shall implement or respond to the recommendation(s) in a timely manner.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-525 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-515(2) [181-78A-515(2)])~~) 181-78A-515(2). Each college and university shall:

(1) Submit for initial approval to the (~~(state board of education)~~) professional educator standards board a performance-based professional certificate program for teachers which shall include the five program components specified in WAC (~~(180-78A-535(4) [181-78A-535(4)])~~) 181-78A-535(4).

(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) Delegate to the professional certificate administrator responsibility for reviewing or overseeing the following: Application 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 serving as the liaison with the superintendent of public instruction certification office 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 shall meet to be accepted into the professional certificate program.

(6) Describe the procedures that the approved program will use to determine that a candidate has successfully dem-

onstrated the standards and criteria for the professional certificate set forth in WAC (~~(180-78A-540 [181-78A-540])~~) 181-78A-540.

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

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

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

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

Provided further, That institutions seeking National Council for the Accreditation of Teacher Education (NCATE) accreditation may request from the (~~(state board of education)~~) professional educator standards board approval for concurrent site visits which shall utilize the same documentation whenever possible.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-530 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-515(3) [181-78A-515(3)])~~) 181-78A-515(3):

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

(2) The college or university shall have responsibility for maintaining fiscal records and ensuring adequate financial support for the professional certificate program.

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

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-535 Approval standard—Program design.** The following requirements shall govern the design of the professional certificate program:

(1) **Teacher.**

(a) To be eligible to apply for admission to a professional certificate program, a candidate shall hold a contract as a teacher in a public or a (~~(state board of education)~~) professional educator standards board-approved private school or state agency providing educational services for students and shall have completed provisional status with a school district under RCW 28A.405.220 or the equivalent with a (~~(state board of education)~~) professional educator standards board-approved private school or state agency providing educa-

tional services for students or the candidate provides to the program a letter from the candidate's employing district, (~~(state board of education)~~) professional educator standards board-approved private school, or state agency providing educational services for students, documenting the employer's support for the candidate's full admission to the professional certificate program: Provided, That a candidate for the professional teacher's certificate may enroll in and complete the preassessment seminar described in subsection (4)(a) of this section prior to admission to a professional certificate program.

(b) The professional certificate program must be available to all qualified candidates.

(c) Using the descriptions of practice related to the criteria for the professional certificate, as approved by the (~~(state board of education)~~) professional educator standards board and published by the office of the superintendent of public instruction, which may not be changed without prior (~~(state)~~) professional educator standards board approval, the professional certificate program shall be developed by a college or university and its professional education advisory board. Additional agencies may participate in the development of the program if the college or university and professional education advisory board so choose.

(d) Each program shall consist of:

(i) A preassessment seminar which considers input from the candidate's "professional growth team" (WAC (~~((180-78A-505 [181-78A-505]))~~) 181-78A-505), the candidate's past experience, the context in which he/she teaches, information from past annual evaluations if the individual chooses, the candidate's personal and professional goals, his/her self-evaluation, and evidences of the candidate's impact on student learning.

The seminar will culminate in preparation and approval of the candidate's individual professional growth plan designed to provide the candidate with the knowledge and skills needed to demonstrate successfully the standards and criteria required by WAC (~~((180-78A-540 [181-78A-540]))~~) 181-78A-540.

A representative of the college/university and the candidate shall develop the professional growth plan to be reviewed and agreed upon after input from and consultation and "collaboration" (WAC (~~((180-78A-010(9) [181-78A-010(9))])~~) 181-78A-010(9)) with his/her "professional growth team" (WAC (~~((180-78A-010(10) [181-78A-010(10))])~~) 181-78A-010(10)).

The individual professional growth plan shall be based on:

(A) An analysis of the instructional context and teaching assignment(s) to determine strategies which the teacher should use to achieve a positive impact on student learning.

(B) An assessment of the candidate's ability to demonstrate successfully the professional certificate standards and criteria.

(C) Specifications of assistance and instructional components needed and any required course work.

(ii) Course work, past and current experience, inservice, continuing education and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill and performance on all criteria required

statewide as essential to "effective teaching" as defined in WAC (~~((180-78A-540(1) [181-78A-540(1))])~~) 181-78A-540(1).

(iii) Course work, past and current experience, inservice, continuing education and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill and performance on all criteria required statewide as essential to "professional development" as defined in WAC (~~((180-78A-540(2) [181-78A-540(2))])~~) 181-78A-540(2).

(iv) Course work, past and current experience, inservice, continuing education and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill and performance on all criteria required statewide as essential to professional contributions as defined in WAC (~~((180-78A-540(3) [181-78A-540(3))])~~) 181-78A-540(3).

(v) A culminating seminar in which the candidate presents his/her final documentation and evidence of professional certificate level knowledge, skill and performance; positive impact on student learning; identification of future goals and professional/career interests; and specification of areas for continuing education and development. The candidate must provide multiple forms of evidence which shall include, but are not limited to, the descriptions of practice related to the criteria for the professional certificate as approved by the (~~(state board of education)~~) professional educator standards board and published by the office of the superintendent of public instruction, which may not be changed without prior (~~(state)~~) professional educator standards board approval.

(vi) Candidates who do not successfully complete a culminating seminar shall receive an individualized analysis of strengths and weaknesses and a plan for appropriate assistance and instruction.

(vii) No limits shall be placed on the number of times a candidate with a valid residency certificate may participate in the culminating seminar.

**(2) Principal/program administrator.**

(a) To be eligible to apply for enrollment in a professional certificate program, a candidate shall hold a contract as an administrator for which the credential is required in a public school or (~~(state board of education)~~) professional educator standards board-approved private school.

(b) The professional certificate program must be available to all qualified candidates.

(c) Using the six knowledge and skills standards, and the standards-based benchmarks as approved by the (~~(state board of education)~~) professional educator standards board and published by the office of the superintendent of public instruction, which may not be changed without (~~(state)~~) professional educator standards board approval, the professional certificate program shall be developed by a college or university and its professional education advisory board. Additional agencies may participate in the development of the program if the college or university and professional education advisory board so choose.

(d) Each program shall consist of:

(i) A preassessment seminar during which the professional growth plan shall be developed. The plan will be

agreed upon after input from and consultation with his/her professional growth team (WAC ~~((180-78A-010 [181-78A-010]))~~ 181-78A-010 (10)(b)). The individual professional growth plan shall be based on an assessment of the candidate's ability to demonstrate six standards at the professional certificate benchmark level (WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270 (2)(b)), performance evaluation data, and an analysis of the administrative context and assignment.

(ii) Formalized learning opportunities, past and current experience, professional development opportunities, and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill, and performance at the professional certificate benchmark level, or above, on all standards as defined in WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270 (2)(b).

(iii) A culminating seminar in which the candidate presents his/her final documentation and evidence of professional certificate level knowledge, skill and performance; positive impact on student learning; development of a professional growth plan that includes the identification of future goals and professional/career interests as well as a five-year plan for professional development designed to meet the requirements for certificate renewal.

(e) Candidates who do not successfully complete a culminating seminar shall receive an individualized analysis of strengths and weaknesses and a plan for assistance.

(f) No limit shall be placed on the number of times a candidate with a valid residency certificate may enroll in the culminating seminar.

**(3) Educational staff associate (ESA) - school counselor, school psychologist, school social worker.**

(a) To be eligible for enrollment in a professional certificate program, a candidate shall be employed in his/her ESA role in a public school, a ~~((state))~~ professional educator standards board-approved private school, or state agency providing educational services for students.

(b) The professional certificate must be available to all qualified candidates.

(c) Using the knowledge and skills standards in WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270 (5), (7), and (9), and the standards-based benchmarks as approved by the ~~((state board of education))~~ professional educator standards board and published by the office of the superintendent of public instruction, which may not be changed without ~~((state))~~ professional educator standards board approval, the professional certificate program shall be developed by a college or university and its professional education advisory board. Additional agencies may participate in the development of the program if the college or university and professional education advisory board so choose.

(d) Each program shall consist of:

(i) A preassessment seminar during which the professional growth plan shall be developed. The plan will be agreed upon after input from and consultation with the ESA candidate's professional growth team (WAC ~~((180-78A-010 [181-78A-010]))~~ 181-78A-010 (10)(c)). The individual's professional growth plan shall be based on an assessment of the candidate's ability to demonstrate the standards at the professional certificate benchmark level in the specific ESA role

pursuant to WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270 (5), (7), or (9).

(ii) Formalized learning opportunities, and other activities directed at developing and verifying that the candidate has achieved acceptable knowledge, skill, and performance at the professional certificate benchmark level, or above, on all standards in the specific ESA role as defined in WAC ~~((180-78A-270 [181-78A-270]))~~ 181-78A-270 (5), (7), or (9).

(iii) A culminating seminar in which the candidate presents his/her final documentation and evidence of professional certificate level knowledge, skill, and performance; positive impact on student learning; and specification of areas for continuing education and development.

(e) Candidates who do not successfully complete a culminating seminar shall receive an individualized analysis of strengths and weaknesses and a plan for assistance.

(f) No limit shall be placed on the number of times a candidate with a valid residency certificate may enroll in the culminating seminar.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-540 Approval standard—Knowledge and skills.** (1) **Teacher.** A successful candidate for the teacher professional certificate shall demonstrate:

(a) The knowledge and skills for effective teaching which ensure student learning by:

(i) Using instructional strategies that make learning meaningful and show positive impact on student learning;

(ii) Using a variety of assessment strategies and data to monitor and improve instruction;

(iii) Using appropriate classroom management principles, processes and practices to foster a safe positive, student-focused learning environment;

(iv) Designing and/or adapting challenging curriculum that is based on the diverse needs of each student;

(v) Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members;

(vi) Integrating technology into instruction and assessment; and

(vii) Informing, involving, and collaborating with families and community members as partners in each student's educational process including using information about student achievement and performance.

(b) A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

(i) Evaluating the effects of his/her teaching through feedback and reflection;

(ii) Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities; and

(iii) Remaining current in subject area(s), theories, practice, research and ethical practice.

(c) A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community, and the profession by:

(i) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student;

(ii) Participating collaboratively in school improvement activities and contributing to collegial decision making.

(2) **Principal/program administrator.** A successful candidate for the principal/program administrator professional certificate shall demonstrate the knowledge and skills at the professional certificate benchmark levels for the six standards pursuant to WAC (~~(180-78A-270 [181-78A-270])~~) 181-78A-270 (2)(b).

(3) **Educational staff associate - school counselor, school psychologist, or school social worker.** A successful candidate for the ESA professional certificate shall demonstrate the knowledge and skills at the professional certificate benchmark levels for the standards in the specific ESA role pursuant to WAC (~~(180-78A-270 [181-78A-270])~~) 181-78A-270 (5), (7), or (9).

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-78A-700 First peoples' language/culture certification pilot program—Findings, purposes and intent—Definitions—Pilot program established—Tribal eligibility to participate—Pilot program requirements—Assignment of teachers—Reports.** (1) **FINDINGS.** The (~~state board of education~~) professional educator standards board endorses the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) **PURPOSES.** The purpose of this section is to establish a pilot program to accomplish the following goals:

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

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

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

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

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

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

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

(3) **INTENT.** It is the intent of the (~~state board of education~~) professional educator standards board to work in collaboration with the sovereign tribal governments of Washing-

ton state to establish a Washington state first peoples' language/culture teacher certification program on a pilot basis in order to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(4) **DEFINITIONS.**

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

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

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

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

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

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

(b) A "culturally sensitive environment" honors the unique history, culture, values, learning styles, and community of the student. For example, to demonstrate the value of the language and culture, the homeroom teacher participates in the language/culture classroom. A "culturally sensitive environment" also includes those provisions as outlined in the Washington state joint policy on equity in education, revised in May 2000.

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

(5) **PILOT PROGRAM ESTABLISHED.** A Washington state first peoples' language/culture teacher certification program is established in February 2003 and will continue through the 2005-06 school year. At the end of the 2005-06 school year, the program will be extended, modified or made permanent, as determined by the ((state board of education)) professional educator standards board in consultation with participating sovereign tribal governments.

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

(7) **PROJECT REQUIREMENTS.**

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

(b) Each sovereign tribal government's language/culture project shall submit to the ((state board of education)) professional educator standards board the following information for each eligible language/culture teacher desiring to participate in the pilot project:

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

(ii) Written documentation that each designated teacher has completed the background check required under RCW 28A.410.010 and WAC ((180-79A-150 [181-79A-150]) 181-79A-150 (1) and (2);

(iii) Written documentation that each designated teacher has completed a course on issues of abuse as required by RCW 28A.410.035 and WAC ((180-79A-030(6) [181-79A-030(6)]) 181-79A-030(6);

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

(c) After meeting the requirements of subsection (8)(b) of this section and receiving ((state board of education)) professional educator standards board approval, the office of the superintendent of public instruction shall issue each teacher a Washington state first peoples' language/culture teaching certificate;

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

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

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

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

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

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

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

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

#### (8) ASSIGNMENT OF TEACHERS.

(a) The holder of a Washington state first peoples' language/culture teacher certificate shall be deemed qualified to

be a teacher of first peoples' language/culture with the ability to meet individual tribal competency criteria for language/culture, history, and English.

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

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

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

(e) A Washington state first peoples' language/culture teacher certificate will serve as the endorsement in first peoples' language/culture for anyone holding an initial or residency certificate.

#### (9) REPORTS.

(a) Annually, for the duration of the pilot program, each participating tribe shall submit a report to the ((state board of education)) professional educator standards board with documentation of how its particular project is having a positive impact on student learning.

(b) Not later than October 31, 2006, ((the professional development and certification committee of the state board of education)) a committee of the professional educator standards board, in consultation with the participating sovereign tribal governments ((and the professional educator standards board)), shall create and submit a report to the ((state board of education)) professional educator standards board with the following information:

(i) An end of program analysis of the positive impact on student learning of each pilot project;

(ii) An appraisal of the government-to-government relationships established under the program, at both the state and local levels; and

(iii) The report shall include a recommendation on whether to extend, modify or make permanent the Washington state first peoples' language/culture teacher certification pilot program.

**Reviser's note:** The brackets and enclosed material in the text of the above section occurred in the copy filed by the agency and appear in the Register pursuant to the requirements of RCW 34.08.040.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-003 Authority.** The authority for this chapter is RCW 28A.410.010 which authorizes the ((state board of education)) professional educator standards board 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)) 28A.410.210(6) which authorizes the ((state board of education)) professional educator standards board 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.)

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-006 Purpose.** The purposes of this chapter are:

(1) To establish a performance-based certification system to be fully implemented for all teacher candidates applying for the residency certificate after August 31, 2000, and for all teacher candidates applying for the professional certificate after August 31, 2001. A performance-based certification system shall be fully implemented for all principals/program administrators applying for the residency certificate after August 31, 2004, and for all principal/program administrator candidates applying for the professional certificate after August 31, 2006. A performance-based professional certificate system shall be fully implemented for school psychologists, school counselors, and school social workers applying for the residency certificate after August 31, 2005, and for the professional certificate after August 31, 2007.

(2) To establish the various certificates which must be held as a condition to employment in the Washington school system. 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))~~ professional educator standards board may add in the future.

(3) To establish the conditions and procedures governing issuance and retention of those and other certificates, including endorsements thereon.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-007 Public policy purposes of ~~((state board of education))~~ professional educator standards board performance-based certification system.** The policy purposes of ~~((state board of education))~~ professional educator standards board 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 establish a certification system that provides for continuing support and developmental assistance to individuals as they progress toward professional certification.

(7) To prepare educators who are able to assess their professional growth and achievement in light of their impact on student learning.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-030 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 [181-78A-010]))~~ 181-78A-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 chapter ~~((180-82 [181-82]))~~ 181-82 WAC as now or hereafter amended: Provided, That if a candidate is accepted into a program in Washington state on or before August 31, 2000, and completes the program on or before August 31, 2003, in accordance with WAC ~~((180-79A-299 [181-79A-299]))~~ 181-79A-299, the candidate may hold a baccalaureate degree in any of the subject areas of the endorsements listed in WAC ~~((180-79A-302 [181-79A-302]))~~ 181-79A-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 chapter ~~((180-82 [181-82]))~~ 181-82 WAC: Provided further, That a candidate who holds a baccalaureate degree in early childhood education, elementary education, or special education 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 thirty quarter or twenty semester credit hours in one academic field in an approved endorsement area pursuant to WAC ~~((180-82A-202 [181-82A-202]))~~ 181-82A-202.

(6) "Issues of abuse course work requirement" means completion of course work or an in-service program on issues of abuse. The content 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.

(7) "Approved master's degree" for the purpose of this chapter, means a master's or doctorate degree from a regionally accredited college or university.

(8) "Credit hour(s)" means credit (normally 100 level or above) awarded by a regionally accredited institution of higher education.

(9) "Previous standards" means a certification system in place prior to a revision in rules that results in changed names and/or validity periods for the certificates issued.

(10) "Application for certification" means an application for a certificate or endorsement that includes a signed affidavit (as specified in WAC ((~~180-79A-157~~ [~~181-79A-157~~])) 181-79A-157) by the applicant. Such application shall be considered valid for two years from the date of receipt by the superintendent of public instruction, or its designee.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-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. An annual report of the use of this rule shall be submitted to the ((~~state board of education~~)) professional educator standards board by the superintendent of public instruction.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-117 Uniform expiration date.** (1) All certificates issued for one or more stated years shall expire on June 30 of the stated year and shall be calculated as follows:

(a) Certificates issued prior to June 30 of a calendar year, other than limited certificates issued pursuant to WAC ((~~180-79A-231~~ [~~181-79A-231~~])) 181-79A-231, shall have the expiration date of the certificate calculated on the basis such certificate was issued on June 30 of the same calendar year regardless of the date of issuance.

(b) Certificates issued July 1 or later in the calendar year, other than limited certificates issued pursuant to WAC ((~~180-79A-231~~ [~~181-79A-231~~])) 181-79A-231, shall have the expiration date of the certificate calculated on the basis such certificate was issued on June 30 of the next calendar year regardless of the date of issuance.

(c) All valid existing certificates scheduled to expire on August 31 of a given year shall be valid until June 30 of the following year.

(2) An applicant who holds a valid certificate, who submits an application for further certification prior to the expiration date of that certificate, and who meets all the requirements of WAC ((~~180-79A-128~~ [~~181-79A-128~~])) 181-79A-128, shall be granted a one hundred eighty-day permit as provided in chapter ((~~180-79A~~ [~~181-79A~~])) 181-79A WAC.

(3) Any educator in the National Guard, U.S. military branch reserves, or U.S. Coast Guard reserve who is called up to active duty by one of the U.S. military branches by order of an authorized agency or official of Washington state government, or by the U.S. Department of Homeland Security for more than thirty consecutive days shall be granted an extension of the expiration date of his/her certificate. The extension shall be equal to the length of active duty service calculated to the next uniform expiration date.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-123 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~~)) professional educator standards board 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~~ [~~181-79A-130~~])) 181-79A-130.

(4) Any person who holds a provisional principal's or provisional superintendent's certificate under previous standards of the ((~~state board of education~~)) professional educator standards board shall be issued upon application, including payment of applicable fees, a continuing administrator's certificate for the appropriate role and such certificates shall be subject to the continuing education requirements of chapter ((~~180-85~~ [~~181-85~~])) 181-85 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~~)) professional educator standards board shall be authorized to meet requirements for continuing certification as set forth in the relevant previous standards except as noted below in subsections (7), (8) or (9) of this section.

(7) Any person with a valid initial teacher's certificate granted under previous standards of the ((~~state board of education~~)) professional educator standards board 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: Provided, That any person who qualified for initial renewal or continuing certificate under the provisions of WAC ((~~180-79A-250~~ [~~181-79A-250~~])) 181-79A-250 (1)(a) prior to their expiration date, but whose initial certificate expired after August 31, 2000, because they applied for certification too late, may apply once for such renewal or continuing certificate and will be issued such certificate.

(8) Any person with a valid initial administrator certificate granted under previous standards of the ((~~state board of education~~)) professional educator standards board shall meet requirements for and apply for the continuing certificate by the expiration date on the initial certificate or meet requirements for the residency certificate for further certification: Provided, That any person who qualified for a continuing certificate under the provisions of WAC ((~~180-79A-250~~ [~~181-79A-250~~])) 181-79A-250 (1)(b) prior to their expiration date, but whose initial certificate expired after June 30, 2004, because they applied for certification too late, may apply for such continuing certificate and will be issued such certificate.

(9) Any person with a valid initial ESA certificate granted under previous standards of the (~~state board of education~~) professional educator standards board shall meet requirements for and apply for the continuing certificate by the expiration date on the initial certificate or meet requirements for the residency certificate for further certification: Provided, That any person who qualified for a continuing certificate under the provisions of WAC (~~(180-79A-250 [181-79A-250])~~) 181-79A-250 (1)(c) prior to their expiration date, but whose initial certificate expired after June 30, 2005, because they applied for certification too late, may apply for such continuing certificate and will be issued such certificate.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-124 Application for certification.** An individual who applies for a Washington state certificate, unless seeking reinstatement pursuant to WAC (~~(180-79A-253 [181-79A-253])~~) 181-79A-253 or renewal pursuant to WAC (~~(180-79A-127 [181-79A-127])~~) 181-79A-127 or unless otherwise stipulated by the provisions of WAC (~~(180-79A-123 [181-79A-123])~~) 181-79A-123 must meet the requirements in effect at the time of application.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-127 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 (~~(180-79A-123 [181-79A-123])~~) 181-79A-123.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-128 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) [181-79A-150(2)])~~) 181-79A-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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-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 first issue of the residency certificate, thirty-five dollars;

(b) The continuing certificate, seventy dollars;

(c) The reinstatement, additional endorsement on the teaching certificate, duplicate certificates, substitute certificates, and certificates issued for the purpose of showing a name change, fifteen dollars; and

(d) Any other certificate or credential or any renewal thereof, five dollars for each year of validity:

(e) Provided, That the fee for all career and technical education certificates shall be one dollar:

(f) Provided, That a one-time late fee for a renewed initial or continuing certificate issued under the provisions of WAC (~~(180-79A-123 [181-79A-123])~~) 181-79A-123 (7), (8), or (9) for those whose initial certificate had already expired shall be one hundred dollars.

(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 cer-

tification 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 statewide pre-certification professional preparation and evaluation.

(c) The remaining funds shall be used to support professional in-service training programs and evaluations thereof.

(d) Use of certification fees described in this section shall be reported annually to the ~~((state board of education))~~ professional educator standards board pursuant to WAC ~~((180-79A-131(5) [181-79A-131(5)]))~~ 181-79A-131(5).

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-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) 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))~~ professional educator standards board-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))~~ professional educator standards board.

(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))~~ professional educator standards board 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))~~ professional educator standards board an annual report concerning the use of certification fees for precertification and in-service activities.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-140 Types of certificates.** Six types of certificates shall be issued:

(1) Teacher. The teacher certificate, including teacher exchange permits as provided in WAC ~~((180-79A-220 [181-79A-220]))~~ 181-79A-220, authorizes service as a classroom teacher.

(2) Career and technical. The career and technical education certificate authorizes service in career and technical education programs in accordance with the provisions of chapter ~~((180-77 [181-77]))~~ 181-77 WAC.

(3) First people's language/culture. The first people's language/culture teacher certificate authorizes service as defined under WAC ~~((180-78A-700(8) [181-78A-700(8)]))~~ 181-78A-700(8).

(4) Administrator.

(a) The administrator certificate for principal authorizes services as a building administrator or assistant principal.

(b) The administrator certificates for superintendent or program administrator will be issued to persons who meet ~~((state board of education))~~ professional educator standards board certification standards for service in the roles of superintendent or program administrator.

(5) 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 [181-~~

~~79A-111~~) 181-79A 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.

(6) Limited certificates. The following limited certificates are issued to individuals under specific circumstances set forth in WAC (~~(180-79A-231 [181-79A-231])~~) 181-79A-231:

- (a) Conditional certificate.
- (b) Substitute certificate.
- (c) Emergency certificate.
- (d) Emergency substitute certificate.
- (e) Nonimmigrant alien exchange teacher.
- (f) Intern substitute teacher certificate.
- (g) Transitional certificate.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-145 Levels of certificates, initial/residency and continuing/professional.** Two levels of certification may be issued.

(1) Initial and continuing certificates: Teachers with program completion dates through August 31, 2000, administrators with program completion dates through August 31, 2004, and educational staff associates with program completion dates through August 31, 2005, will be issued the following levels of certificates: Provided, That initial and continuing teachers' certificates after August 31, 2000, initial and continuing principal and program administrator certificates after August 31, 2004, and initial and continuing educational staff associate certificates after August 31, 2005, will be issued only to previous Washington certificate holders, pursuant to WAC (~~(180-79A-123 [181-79A-123])~~) 181-79A-123:

(a) 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-250(1) [181-79A-250(1)] and 180-79A-123 [181-79A-123])~~) 181-79A-250(1) and 181-79A-123. Initial administrator and educational staff associate certificates shall not be subject to renewal. Initial administrator and educational staff associate certificate holders shall be issued a continuing certificate if they meet the requirements for such certificate. Initial administrator and educational staff associate certificate holders shall be issued a residency certificate if their initial certificate has lapsed or they do not meet the requirements for a continuing certificate.

(b) Continuing certificate. The continuing certificate is valid on a continuing basis as specified in WAC (~~(180-79A-250(3) [181-79A-250(3)])~~) 181-79A-250(3).

(2) Residency and professional certificates: Teachers, administrators, and educational staff associates with program completion dates commencing with the dates indicated below will be issued the following levels of certificates:

(a) Residency certificate. The residency certificate will be issued to teachers beginning September 1, 2000, to principal/program administrators beginning September 1, 2004,

and to educational staff associate school counselors, school psychologists, and school social workers no later than September 1, 2005.

(b) The residency certificate for principals, program administrators, and educational staff associates is valid for five years and shall be subject to renewal pursuant to WAC (~~(180-79A-250 [181-79A-250])~~) 181-79A-250 (2)(b) and (c).

(c) The first issue of a residency certificate for teachers employed in a school district or state agency that provides educational services for students shall be valid until the holder is no longer on provisional status. When the teacher for the first time in their career completes provisional status, their residency certificate will be reissued with a five-year expiration date. Prior to the expiration date, the teacher must earn a professional certificate or meet residency renewal requirements under WAC (~~(180-79A-250 [181-79A-250])~~) 181-79A-250 (2)(a).

(d) The first issue of a residency certificate for teachers employed in a state approved private school shall be valid until the holder has completed two years of successful teaching. When the teacher for the first time in their career completes two years of successful teaching, their residency certificate will be reissued with a five-year expiration date. Prior to the expiration date, the teacher must earn a professional certificate or meet residency renewal requirements under WAC (~~(180-79A-250 [181-79A-250])~~) 181-79A-250 (2)(a).

(e) The first issue of a residency certificate for principals, program administrators, and educational staff associates shall be valid until the holder has completed two successful years of service in the role. When the principal, program administrator, or educational staff associate for the first time in their career completes two years of successful service in a school district, state approved private school, or state agency, their residency certificate will be reissued with a five-year expiration date. Prior to the expiration date, the candidate must earn a professional certificate or meet residency renewal requirements under WAC (~~(180-79A-250 [181-79A-250])~~) 181-79A-250 (2)(b) and (c).

(f) Professional certificate. The professional certificate will be issued to teachers beginning September 1, 2001, to principals/program administrators beginning September 1, 2007, and to educational staff associate school counselors, school psychologists, and school social workers beginning September 1, 2007. The professional certificate is valid for five years and shall be subject to renewal pursuant to WAC (~~(180-79A-250 [181-79A-250])~~) 181-79A-250. Provided, That a professional teacher's certificate based on the possession of a valid teacher's certificate issued by the National Board for Professional Teaching Standards National Board Certification pursuant to WAC (~~(180-79A-257 [181-79A-257] (3)(b) or 180-79A-206 [181-79A-206])~~) 181-79A-257 (3)(b) or 181-79A-206 (3)(a) shall be valid for five years or until the expiration of the National Board Certificate, whichever is greater.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-150 General requirements—Teachers, administrators, educational staff associates.** The fol-

lowing requirements are to be met by candidates for certification as teachers including career and technical education 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 career and technical education certificate must give evidence of good moral character and personal fitness as specified in WAC ((~~180-79A-155~~ [~~181-79A-155~~])) 181-79A-155 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~~ [~~181-79A~~] and ~~180-77~~ [~~181-77~~])) 181-79A and 181-77 WAC or have qualified under WAC ((~~180-79A-257~~ [~~181-79A-257~~])) 181-79A-257.

(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-257~~ [~~181-79A-257~~], and ~~180-79A-231~~ [~~181-79A-231~~])) 181-79A-257, and 181-79A-231, and in chapter ((~~180-77~~ [~~181-77~~])) 181-77 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.

(5) Certificates.

(a) Candidates for principal's certificates must hold or have held:

(i) A valid teacher's certificate, excluding certificates issued under WAC ((~~180-79A-231~~ [~~181-79A-231~~])) 181-79A-231, or comparable out-of-state certificates; or

(ii) A valid educational staff associate certificate and have demonstrated successful school-based experience in an instructional role with students. Persons whose teacher or educational staff associate certificates were revoked, suspended, or surrendered are not eligible for principal's certificates.

(b) Candidates for superintendent's certificates must hold a valid teacher, educational staff associate, program administrator, or principal certificate; excluding certificates issued under WAC ((~~180-79A-231~~ [~~181-79A-231~~])) 181-79A-231, or comparable out-of-state certificates.

(6) Assessments. See RCW 28A.410.220.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-206 Academic and experience requirements for certification—Teachers.** Candidates for teachers' certificates shall complete the following requirements in addition to those set forth in WAC ((~~180-79A-150~~ [~~181-79A-150~~])) 181-79A-150.

(1) Initial/residency.

Candidates for the initial or residency certificate shall hold an approved baccalaureate degree from a regionally accredited college or university pursuant to WAC ((~~180-79A-030(5)~~ [~~181-79A-030(5)~~])) 181-79A-030(5).

(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 (freshmen or sophomore level) credit hours 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 applying for a continuing certificate prior to September 1, 2000, 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 on issues of abuse, must complete the abuse course work requirement as defined in WAC ((~~180-79A-030(6)~~ [~~181-79A-030(6)~~])) 181-79A-030(6).

(d) Candidates for continuing teachers' certificates shall provide 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.

(3) Professional.

(a) Candidates for the professional certificate shall have successfully completed a ((~~state board of education~~)) professional educator standards board-approved, professional certificate program, pursuant to WAC ((~~180-78A-500~~ [~~181-78A-500~~] through ~~180-78A-540~~ [~~181-78A-540~~])) 181-78A-500 through 181-78A-540: Provided, That an individual who holds a teaching certificate issued by the National Board for Professional Teaching Standards (NBPTS) shall be deemed to have met the requirement for completion of a professional certificate program, in recognition that NBPTS certification is issued only to individuals who have demonstrated highly advanced skills as a teacher.

(b) Candidates who apply for a professional certificate who have not successfully completed course work or an in-service program on issues of abuse, must complete the abuse course work requirement as defined in WAC ((~~180-79A-030(6)~~ [~~181-79A-030(6)~~])) 181-79A-030(6).

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-211 Academic and experience 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~~ [~~181-79A-150~~] and ~~180-79A-213~~ [~~181-79A-213~~])) 181-79A-150 and 181-79A-213.

(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 credit hours (thirty semester credit 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)~~ [~~181-79A-150(4)~~])) 181-79A-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 credit hours (forty semester credit 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)~~ [~~181-79A-150(4)~~])) 181-79A-150(4).

(iii) Candidates applying for continuing superintendent's certificate shall provide 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.

(2) Principal.

(a) Initial.

(i) The candidate shall hold an approved master's degree and have completed an approved program for the preparation of principals.

(ii) The candidate shall have documented successful school-based experience in an instructional role with students.

(b) Residency.

(i) The candidate shall hold an approved master's degree and have completed an approved program for the preparation of principals.

(ii) The candidate shall have documented successful school-based experience in an instructional role with students.

(c) Continuing.

(i) The candidate who holds a valid initial principal's certificate issued 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 hold a valid initial principal's certificate, an approved master's degree and shall have completed at least fifteen quarter (ten semester) credit hours of graduate course work offered by a college or university with a state approved

principal program or one hundred fifty clock hours of study, which meet the state continuing education clock hour criteria pursuant to chapter ((~~180-85~~ [~~181-85~~])) 181-85 WAC, or a combination of credits and clock hours equivalent to the above. Such study shall:

(A) Be based on the principal performance domains included in WAC ((~~180-78A-270~~ [~~181-78A-270~~])) 181-78A-270 (2)(a) or (b);

(B) Be taken subsequent to the issuance of the initial principal's certificate; and

(C) Be determined in consultation with and approved by the candidate's employer or the administrator of a state approved principal preparation program.

(iii) Provided, That a candidate who held a valid initial principal's certificate on August 31, 1998, may meet the academic requirement for the continuing certificate described in WAC ((~~180-79A-211~~ [~~181-79A-211~~])) 181-79A-211 (2)(c)(i), if the candidate meets requirements for and applies for the continuing certificate by the expiration date on that initial certificate.

(iv) The candidate must meet requirements for a principal's certificate pursuant to WAC ((~~180-79A-150(4)~~ [~~181-79A-150(4)~~])) 181-79A-150(4).

(v) Candidates applying for continuing principal's certificate shall provide 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.

(vi) Provided, That a candidate who held a valid initial principal's certificate on August 31, 1998, may meet the one hundred-eighty day experience requirement described in WAC ((~~180-79A-211~~ [~~181-79A-211~~])) 181-79A-211 (2)(c)(v), if that candidate meets requirements and applies for the continuing certificate by the expiration date on that initial certificate.

(d) Professional certificate.

(i) The candidate shall have completed an approved professional certificate program.

(ii) The candidate shall have satisfactory evaluations while serving in the principal or assistant principal role as verified by a school district or a ((~~state board of education~~)) professional educator standards board-approved private school.

(iii) The candidate shall have documentation of three contracted school years of employment as a principal or assistant principal.

(3) Program administrator.

(a) Initial.

(i) The candidate shall hold an approved master's degree and have completed subsequent to the baccalaureate degree at least twenty-four quarter credit hours (sixteen semester credit hours) of graduate level course work in education.

(b) Residency certificate.

(i) The candidate shall hold an approved master's degree and have completed an approved program for the preparation of program administrators.

(ii) The candidate shall have documented successful school-based experience in an instructional role with students.

(c) Continuing.

(i) The candidate shall hold a valid initial program administrator's certificate, an approved master's degree and have completed subsequent to the baccalaureate degree at least thirty quarter credit hours (twenty semester credit hours) of graduate level course work in education or shall hold a doctorate in education.

(ii) Candidates applying for continuing program administrator's certificate shall provide 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.

(d) Professional certificate.

(i) The candidate shall have completed an approved professional certificate program.

(ii) The candidate shall have satisfactory evaluations while serving in a program administrator role as verified by a school district or a (~~state board of education~~) professional educator standards board-approved private school.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-213 Issues of abuse course work requirement for continuing certification—Administrators.** Candidates who apply for a continuing administrator certificate after August 31, 1994, must have successfully completed the abuse course work requirement as defined in WAC (~~(180-79A-030(6) [181-79A-030(6)])~~) 181-79A-030(6).

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-221 Academic and experience 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 [181-79A-150] and 180-79A-226 [181-79A-226])~~) 181-79A-150 and 181-79A-226: 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) Residency.

(i) The candidate shall hold a master's degree 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 a proctored, written examination of a regionally accredited institution of higher education or the candidate may meet this requirement by receiving a passing score on the Praxis II guidance and counseling examination administered by Educational Testing Service (ETS).

(c) Continuing.

(i) The candidate shall hold a master's degree with a major in counseling.

(ii) The candidate shall provide 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.

(iii) The candidates 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.

(d) Professional. The candidate shall have completed an approved professional certificate program.

(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) Residency.

(i) The candidate shall hold a master's degree 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 a proctored, written examination of a regionally accredited institution of higher education or the candidate may meet this requirement by receiving a passing score on the Praxis II school psychology examination administered by Educational Testing Service (ETS).

(c) Continuing.

(i) The candidate shall hold a master's degree with a major or specialization in school psychology.

(ii) The candidate shall provide 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.

(iii) The candidates 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.

(d) Professional. The candidate shall have completed an approved professional certificate program.

(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) Residency.

(i) The candidate shall hold a master's degree in social work.

(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 a proctored, written examination of a regionally accredited institution of higher education or the candidate may meet the requirement by receiving a passing score on the Praxis II school social work examination administered by Educational Testing Service (ETS).

(c) Continuing.

(i) The candidate shall hold a master's degree in social work.

(ii) The candidate shall provide 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 sys-

tem—and at least thirty days of such employment with the same employer.

(ii) The candidates 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.

(d) Professional. The candidate shall have completed an approved professional certificate program.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-223 Academic and experience 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 [181-79A-150])) 181-79A-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 or higher in nursing from a program accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.

(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)) professional educator standards board 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 including the state learning goals and essential academic learning requirements: 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.

(i) 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 postbaccalaureate course work in education, nursing, or other health sciences.

(ii) The candidate shall provide documentation of one hundred eighty days of 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 sys-

tem—and at least thirty days of such employment with the same employer.

(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))~~ professional educator standards board 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 including the state learning goals and essential academic learning requirements: 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.

(i) 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.

(ii) The candidate shall provide documentation of one hundred eighty days of 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.

(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))~~ professional educator standards board 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 including the state learning goals and essential academic learning requirements: 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.

(i) 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.

(ii) The candidate shall provide documentation of one hundred eighty days of 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.

(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))~~ professional educator standards board 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 including the state learning goals and essential academic learning requirements: 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.

(i) The candidate shall hold a master's degree with a major in speech pathology or audiology, with the exception of a candidate who holds a current and valid Washington state conditional certificate in speech/language pathology as of June 30, 2003.

(ii) The candidate shall provide documentation of one hundred eighty days of 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-226 Issues of abuse course work requirement for continuing or professional certifica-**

**tion—Educational staff associate.** Candidates who apply for a continuing or professional educational staff associate certificate after August 31, 1994, must have successfully completed the abuse course work requirement as defined in WAC ((180-79A-030(6) [181-79A-030(6)]) 181-79A-030(6).

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-231 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) The purpose of the conditional certificate is to assist local school districts, approved private schools, and educational service districts in meeting the state's educational goals by giving them flexibility in hiring decisions based on shortages or the opportunity to secure the services of unusually talented individuals. The ((state board of education)) professional educator standards board encourages in all cases the hiring of fully certificated individuals and understands that districts will employ individuals with conditional certificates only after careful review of all other options. The ((state board of education)) professional educator standards board asks districts when reviewing such individuals for employment to consider, in particular, previous experience the individual has had working with children.

(b) Conditional certificates are issued upon application by the local school district, approved private school, or educational service district superintendent to persons who meet the age, good moral character, and personal fitness requirements of WAC ((180-79A-150 [181-79A-150]) 181-79A-150) (1) and (2), if one of the following conditions is verified:

(i) The applicant is highly qualified and experienced in the subject matter to be taught and has unusual distinction or exceptional talent which is able to be demonstrated through public records of accomplishments and/or awards; or

(ii) No person with regular teacher certification in the endorsement area is available as verified by the district or educational service district superintendent or approved private school administrator, or circumstances warrant consideration of issuance of a conditional certificate.

(c) In addition, conditional certificates are issued to persons in the following categories only if no person with regular certification is available:

(i) The applicant qualifies to instruct in the traffic safety program as paraprofessionals pursuant to WAC 392-153-020 (2) and (3); or

(ii) The applicant is assigned instructional responsibility for intramural/interscholastic activities which are part of the district or approved private school approved program; or

(iii) The applicant possesses 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 (e)(iii) of this subsection; or

(iv) The applicant has completed a bachelor's degree or higher from a regionally accredited college/university. All

speech-language pathologists or audiologists providing services under a current and valid conditional certificate issued as of June 30, 2003, will be fully qualified consistent with WAC ((180-79A-223 [181-79A-223]) 181-79A-223) by the year 2010. First conditional certificates, issued to speech-language pathologists or audiologists after June 30, 2003, which are valid for up to two years, may be reissued once for up to two years, if the individual provides evidence that he/she is enrolled in and completing satisfactory progress in a master's degree program resulting in the initial ESA school speech-language pathologists or audiologist certificate.

(v) The applicant for a conditional teaching certificate in special education shall hold a bachelor's degree or higher from a regionally accredited college/university.

(vi) The issuance of a conditional certificate to a special education teacher after July 1, 2003, is contingent upon the individual being enrolled in an approved teacher preparation program resulting in a residency teacher certificate endorsed in special education. The conditional certificate is valid for up to two years and may be reissued once for one year upon verification by the college/university that the individual is completing satisfactory progress in the residency teacher certificate program.

(vii) An individual with full certification and endorsed in special education shall be assigned as a mentor to the special education teacher serving on a conditional certificate for the duration of the conditional certificate.

(d) 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) The district or educational service district superintendent or approved private school administrator has indicated the basis on which he/she has determined that the individual is competent for the assignment;

(ii) The individual is being certificated for a specific assignment and responsibility in a specified activity/field;

(e) When requesting the conditional certificate for persons who provide classroom instruction, 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) After specific inclusion on the agenda, the school board or educational service district board has authorized submission of the application.

(ii) 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;

(iii) 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;

(iv) 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.

(f) 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 application by the employing local school district, approved private school, or educational service district and upon completion of sixty clock hours (six quarter hours or four semester hours) of course work since the issuance of the most recent certificate. The requesting local school district, approved private school, or educational service district shall verify that the sixty clock hours taken for the reissuance of the certificate shall be designed to support the participant's professional growth and enhance the participant's instructional knowledge or skills to better assist students meeting the state learning goals and/or essential academic learning requirements.

(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-257~~ [~~181-79A-257~~])) 181-79A-257 (1)(c) and (d).

(b) The substitute certificate is valid for life.

(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) Emergency substitute certification.

(a) 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 subsection (2) of this section for use in a particular school district or approved private school once the list of otherwise qualified substitutes has been exhausted.

(b) Such emergency substitute certificates shall be valid for three years or less, as evidenced by the expiration date which is printed on the certificate.

(5) Nonimmigrant alien exchange teacher. Applicants for certification as a nonimmigrant alien exchange teacher must qualify pursuant to WAC ((~~180-79A-270~~ [~~181-79A-270~~])) 181-79A-270 and be eligible to serve as a teacher in the elementary or secondary schools of the country of residence.

(6) Intern substitute teacher certificate.

(a) School districts and approved private schools may request intern substitute teacher certificates for persons enrolled in student teaching/internships to serve as substitute teachers in the absence of the classroom teacher.

(b) The supervising college or university must approve the candidate for the intern substitute teacher certificate.

(c) Such certificated substitutes may be called at the discretion of the school district or approved private school to serve as a substitute teacher only in the classroom(s) to which the individual is assigned as a student teacher/intern.

(d) The intern substitute teacher certificate is valid for one year, or less, as evidenced by the expiration date which is printed on the certificate.

(7) Transitional certificate.

(a) An individual whose continuing certificate has lapsed according to WAC ((~~180-85-040~~ [~~181-85-040~~])) 181-85-040 may be issued a transitional certificate to be employed on a conditional basis upon request by a school district, approved private school, or educational service district superintendent. The holder of the transitional certificate must complete any continuing certificate reinstatement requirements established by the ((~~state board of education~~)) professional educator standards board within two years of the date the holder was issued the transitional certificate in order to continue to be employed. The transitional certificate expiration date shall not be calculated under ((~~state~~)) professional educator standards board policy WAC ((~~180-79A-117~~ [~~181-79A-117~~])) 181-79A-117.

(b) No individual whose continuing certificate has been suspended or revoked shall be eligible to be employed under this section.

(c) School districts, approved private schools, and educational service districts are strongly encouraged to develop with the holder of a transitional certificate a plan of assistance to be sure the holder completes the necessary continuing certificate reinstatement requirements under WAC ((~~180-85-130~~ [~~181-85-130~~])) 181-85-130 within the two-year conditional

employment period specified under (a) of this subsection if the holder is to continue to be employed.

(d) The transitional certificate is not renewable and may not be reissued.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-250 Initial/residency and continuing/professional certificates—Renewal, reinstatement, and continuing education requirements.** The following shall apply to initial/residency and continuing/professional certificates issued pursuant to this chapter:

(1) Initial certificate.

(a) Teachers.

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) [181-78A-010(6)]) 181-78A-010(6)) for continuing certification or has completed at least fifteen quarter credit hours (ten semester credit hours) since the certificate was issued or renewed. After August 31, 2000, provisions of WAC ((180-79A-123 [181-79A-123]) 181-79A-123) will apply.

(b) Administrators.

After June 30, 2004, provisions of WAC ((180-79A-123(8) [181-79A-123(8)]) 181-79A-123(8)) will apply.

(c) Educational staff associates.

After June 30, 2005, provisions of WAC ((180-79A-123(9) [181-79A-123(9)]) 181-79A-123(9)) will apply.

(2) Residency certificate. Residency certificates shall be renewed under one of the following options:

(a) Teachers.

(i) Individuals who hold, or have held, a residency certificate and who qualify for enrollment in a professional certificate program pursuant to WAC ((180-78A-535 [181-78A-535]) 181-78A-535) (1)(a) may have the certificate renewed for one additional two-year period upon verification by the professional certificate administrator that the candidate is enrolled in a state approved professional certificate program.

(ii) Individuals who hold, or have held, residency certificates who do not qualify for enrollment in a professional certificate program pursuant to WAC ((180-78A-535 [181-78A-535]) 181-78A-535) (1)(a) may have their residency certificates renewed for one additional five-year period 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.

(iii) An individual who completes a national board certification assessment but does not earn national board certification, may use that completed assessment to renew the residency certificate for two years.

(iv) Individuals who complete the requirements in their school district professional growth plan may use that completed plan to maintain the continuing certificate or renew the professional certificate.

(b) Principals/program administrators.

(i) Individuals who hold, or have held, a residency certificate and who qualify for enrollment in a professional certificate program pursuant to WAC ((180-78A-535 [181-78A-535]) 181-78A-535) (2)(a) may have the certificate renewed for one additional two-year period upon verification by the professional certificate program administrator that the candidate is enrolled in a state approved professional certificate program.

(ii) Individuals who hold, or have held, residency certificates who do not qualify for enrollment in a professional certificate program under WAC ((180-78A-535 [181-78A-535]) 181-78A-535) (2)(a) may have their residency certificates renewed for one additional five-year period by the completion of fifteen quarter credits (ten semester credits) of college credit course work, directly related to the current performance-based leadership standards as defined in WAC ((180-78A-270 [181-78A-270]) 181-78A-270) (2)(b) from a regionally accredited institution of higher education taken since the issuance of the residency certificate. Renewal beyond one time requires the completion of fifteen quarter credits (ten semester credits) directly related to the current performance-based leadership standards as defined in WAC ((180-78A-270 [181-78A-270]) 181-78A-270) (2)(b) plus an internship approved by a college or university with a ((state)) professional educator standards board-approved residency certificate program and taken since the issuance of the last residency certificate.

(c) School counselors, school psychologists, or school social workers.

(i) Individuals who hold a residency certificate and who qualify for enrollment in a professional certificate program pursuant to WAC ((180-78A-535(3) [181-78A-535(3)]) 181-78A-535(3)) may have the certificate renewed for one additional two-year period upon verification by the professional certificate program administrator that the candidate is enrolled in a state approved professional certificate program.

(ii) Individuals who hold, or have held, a residency certificate who do not qualify for admission to a professional certificate program under WAC ((180-78A-535 [181-78A-535]) 181-78A-535) (3)(a) may have their residency certificates renewed for one additional five-year period by the completion of fifteen quarter credits (ten semester credits) of college credit course work, directly related to the current performance-based standards as defined in WAC ((180-78A-270 [181-78A-270]) 181-78A-270) (5), (7), or (9) from a regionally accredited institution of higher education taken since the issuance of the residency certificate. Renewal for an additional five-year period requires the completion of fifteen quarter credits (ten semester credits) directly related to the current performance-based standards as defined in WAC ((180-78A-270 [181-78A-270]) 181-78A-270) (5), (7), or (9) completed since the issuance of the most recent residency certificate plus an internship approved by a college or university with a ((state)) professional educator standards board-approved residency certificate program and taken since the issuance of the last residency certificate.

(d) Renewals based on conditions other than those described in WAC ((180-79A-250 [181-79A-250]) 181-79A-250) (2)(a) and (b) may be appealed to the ((state board

of education)) professional educator standards board, or its designated appeals committee. The following conditions apply to such appeals:

(i) Individuals who appeal shall present a rationale and evidence to support their request to have their residency certificates renewed.

(ii) The ((state board of education)) professional educator standards board, 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.

(3) 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 [181-85])) 181-85 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, to include the filing requirement specified in chapter ((180-85 [181-85])) 181-85 WAC. To reinstate such a lapsed continuing certificate the individual must complete the requirements for reinstatement stated within chapter ((180-85 [181-85])) 181-85 WAC and must meet the conditions stated in WAC ((180-79A-253 [181-79A-253])) 181-79A-253.

(4) Professional certificate.

(a) Teachers.

(i) A valid professional certificate may be renewed for additional five year periods by the completion of one hundred fifty continuing education credit hours as defined in chapter ((180-85 [181-85])) 181-85 WAC since the certificate was issued. An expired professional certificate may be renewed for an additional five-year period by presenting evidence to the superintendent of public instruction of completing the continuing education credit hour requirement within the five years prior to the date of the renewal application. All continuing education credit hours shall relate to either (a)(i)(A) or (B) of this subsection: Provided, That both categories (a)(i)(A) and (B) of this subsection must be represented in the one hundred fifty continuing education credit hours required for renewal:

(A) One or more of the following three standards outlined in WAC ((180-78A-540 [181-78A-540])) 181-78A-540:

(I) Effective instruction.

(II) Professional contributions.

(III) Professional development.

(B) One of the salary criteria specified in RCW 28A.415.023.

(I) Is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.320.205,

the annual school performance report, for the school in which the individual is assigned;

(II) Pertains to the individual's current assignment or expected assignment for the subsequent school year;

(III) Is necessary to obtain an endorsement as prescribed by the ((state board of education)) professional educator standards board;

(IV) Is specifically required to obtain advanced levels of certification; or

(V) Is included in a college or university degree program that pertains to the individual's current assignment, or potential future assignment, as a certified instructional staff.

(ii) Provided, That a professional certificate may be renewed based on the possession of a valid teaching certificate issued by the National Board for Professional Teaching Standards at the time of application for the renewal of the professional certificate. Such renewal shall be valid for five years or until the expiration of the National Board Certificate, whichever is greater.

(b) Principals/program administrators.

(i) A professional certificate may be renewed for additional five year periods for individuals employed as a principal, assistant principal or program administrator in a public school or ((state)) professional educator standards board-approved private school by:

(A) Completion of a professional growth plan that is developed and approved with the superintendent, superintendent designee, or appointed representative (e.g., educational service district personnel, professional association or organization staff, or peer from another district), and that documents formalized learning opportunities and professional development activities that:

(I) Emphasize continuous learning;

(II) Positively impact student learning;

(III) Relate to the six standards and "career level" benchmarks defined in WAC ((180-78A-270 [181-78A-270])) 181-78A-270 (2)(b);

(IV) Explicitly connect to the evaluation process;

(V) Reflect contributions to the school, district, and greater professional community; and

(VI) Identify areas in which knowledge and skills need to be enhanced.

(B) Verification of satisfactory performance evaluations for the five year periods; and

(C) Documented evidence of results of the professional growth plan on student learning.

(ii) Individuals not employed as a principal, assistant principal, or program administrator in a public school or ((state)) professional educator standards board-approved private school may have their professional certificate renewed for one additional five-year period by the completion of fifteen quarter credits (ten semester credits) of college credit course work directly related to the current performance-based leadership standards as defined in WAC ((180-78A-270 [181-78A-270])) 181-78A-270 (2)(b) from a regionally accredited institution of higher education taken since the issuance of the professional certificate. Renewal beyond one time requires the completion of fifteen quarter credits (ten semester credits) directly related to the current performance-based leadership standards as defined in WAC ((180-78A-

~~270 [181-78A-270]]~~ 181-78A-270 (2)(b) plus an internship approved by a college or university with a ((state)) professional educator standards board-approved professional certificate program, and taken since the issuance of the last professional certificate.

(c) School counselors, school psychologists, or school social workers.

(i) A professional certificate may be renewed for additional five-year periods for individuals employed as a school counselor, school psychologist, or school social worker in a public school, ((state)) professional educator standards board-approved private school, or in a state agency which provides educational services to students by:

(A) Completion of a professional growth plan that is developed and approved with the principal or principal designee, and that documents formalized learning opportunities and professional development activities that:

- (I) Emphasize continuous learning;
- (II) Positively impact student learning; and
- (III) Reflect contributions to the school, district, and greater professional community; or

(B) Completion of one hundred fifty continuing education credit hours as defined in chapter ((180-85 [181-85])) 181-85 WAC since the certificate was issued and which relate to the current performance-based standards as defined in WAC ((180-78A-270 [181-78A-270])) 181-78A-270 (5), (7), or (9).

(ii) Individuals not employed as a school counselor, school psychologist, or a school social worker in a public school or ((state)) professional educator standards board-approved private school may have their professional certificate renewed for an additional five-year period by:

(A) Completion of fifteen quarter credits (ten semester credits) of college credit course work directly related to the current performance-based standards as defined in WAC ((180-78A-270 [181-78A-270])) 181-78A-270 (5), (7), or (9) from a regionally accredited institution of higher education taken since the issuance of the professional certificate; or

(B) Completion of one hundred fifty continuing education credit hours as defined in chapter ((180-85 [181-85])) 181-85 WAC since the certificate was issued and which relate to the current performance-based standards as defined in WAC ((180-78A-270 [181-78A-270])) 181-78A-270 (5), (7), or (9).

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-253 Reinstatement of certificates.**

Only a continuing certificate may be reinstated. A holder of a lapsed, surrendered, or revoked continuing 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) [181-79A-150(2)])) 181-79A-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-124 [181-79A-124])) 181-79A-124 for a new certificate under requirements in effect at the time of application.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-255 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)) professional educator standards board standards.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-257 Out-of-state candidates.** Candidates for certification from other states who meet the general certificate requirements described in WAC ((180-79A-150 [181-79A-150])) 181-79A-150 (1) and (2) shall be eligible for Washington certificates as follows:

(1) Initial and residency certificates. The initial certificate (residency certificate for teachers after August 31, 2000,) shall be issued by the superintendent of public instruction to any candidate who meets requirements for the residency certificate including testing requirements as described in RCW 28A.410.220, and who passes the WEST-B and 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) [181-79A-150(4)])) 181-79A-150(4).

(c) Provided, That if a candidate for teacher, administrator or educational staff associate certification does not meet the qualifications described in (a) or (b) of this subsection, an initial/residency certificate shall be issued to a candidate who holds an appropriate degree from a regionally accredited college or university and also holds or has held a certificate in the role, comparable to an initial/residency 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: Provided further, That the teacher preparation program through which the teacher earned their teaching certificate included a supervised classroom-based internship.

(d) Provided further, That if a candidate for a teacher's certificate would qualify under (b) of this subsection, but for the fact that he or she has completed an approved teacher

preparation program in a subject area that is not listed in chapter ((180-82 [181-82])) 181-82 WAC as a Washington endorsement, the candidate shall be issued a certificate that bears the out-of-state area of program preparation. It shall be noted on the certificate so issued that the subject area listed is not a Washington state endorsement.

(e) 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.

(f) Holds a valid Nationally Certified School Psychologist (NCSP) certificate issued by the National School Psychology Certification Board (NSPCB) after December 31, 1991, and applies for an initial/residency educational staff associated school psychologist certificate.

(2) Continuing certificate. The continuing certificate shall be issued to administrators and educational staff associates 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 if the candidate meets requirements for the residency certificate including testing requirements as described in RCW 28A.410.220, meets the child abuse course work requirement as described in WAC ((180-79A-206 [181-79A-206])) 181-79A-206 (3)(b), and 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)) professional educator standards board as equivalent to the approved program procedure required in Washington; or

(b) The candidate holds a valid teaching certificate issued by the National Board for Professional Teaching Standards; or

(c) A Washington state college or university with 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.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-299 Transition policies.** The transition to the endorsement policies described in chapter ((180-82 [181-82])) 181-82 WAC will include the following policies:

(1) Endorsement requirements as described in WAC ((180-79A-300 [181-79A-300] through 180-79A-398 [181-79A-398])) 181-79A-300 through 181-79A-398 shall sunset effective August 31, 2000.

(2) Candidates for endorsements on teacher certificates on, or before, August 31, 2000, shall meet requirements as described in WAC ((180-79A-300 [181-79A-300] through 180-79A-398 [181-79A-398])) 181-79A-300 through 181-79A-398; after August 31, 2000, candidates for endorsements on teacher certificates shall meet requirements as described in chapter ((180-82 [181-82])) 181-82 WAC.

(3) Colleges and universities may permit an individual accepted into programs in Washington state on, or before, August 31, 2000, to obtain endorsements under the requirements in WAC ((180-79A-300 [181-79A-300] through 180-79A-398 [181-79A-398])) 181-79A-300 through 181-79A-398, if the individual completes the endorsement program on, or before, August 31, 2003, and the college or university verifies endorsement program completion to the superintendent of public instruction on, or before, December 31, 2003.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-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 [181-79A-130])) 181-79A-130, and submit verification of completion of the necessary requirements specified in this chapter.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-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)) professional educator standards board pursuant to chapter ((180-78A [181-78A])) 181-78A 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 [181-79A-304])) 181-79A-304.

(5) Except as otherwise specified in this chapter or in chapter ((180-82-181-82)) 181-82 WAC, 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)) professional educator standards board 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.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-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-308-181-79A-308)) 181-79A-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.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-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 ((180-85-181-85)) 181-85 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 ((180-85-181-85)) 181-85 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)) professional educator standards board.

(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.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-79A-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-315-181-79A-315)) 181-79A-315, conduct an evaluation of such in-service programs, and report to the superintendent of public instruction and the ((state board of education)) professional educator standards board 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-002 Authority.** The authority for this chapter is chapter 28A.410 RCW which authorizes the ~~((state board of education))~~ professional educator standards board 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)))~~ 28A.410.210(6) which authorizes the ~~((state board of education))~~ professional educator standards board to specify the types and kinds of certificates necessary for the several departments within the common schools and by RCW 28A.150.220(4) which authorizes the ~~((state board of education))~~ professional educator standards board 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))~~ professional educator standards board.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-105 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, residency, endorsed continuing, or professional 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, residency, endorsed continuing, or professional 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, residency, endorsed continuing, or professional teacher certificates 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 ~~((180-82-202 [181-82-202]))~~ 181-82-202.

(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 [181-79A-230]))~~ 181-79A-230 or a career and technical education certificate as specified in chapter ~~((180-77 [181-77]))~~ 181-77 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)(a) 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 teacher's endorsement and courses or classes which the board of directors of the district, using the endorsement-related assignment table published by the ~~((state board of education))~~ professional educator standards board as a nonbinding guideline, 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.

(b) The endorsement-related assignment table published by the ~~((state board of education))~~ professional educator standards board may not be changed without prior ~~((state board of education))~~ professional educator standards board approval. Endorsement-related assigned classroom teachers must be evaluated annually specific to the assignment and achieve a satisfactory rating to continue in the assignment.

(12) Exceptions to the assignment requirements of subsection (1) of this section must comply with WAC ~~((180-82-110 [181-82-110]))~~ 181-82-110.

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

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-110 Exceptions to classroom teacher assignment policy.** Exceptions to the classroom teacher assignment policy specified in WAC ~~((180-82-105 [181-82-105]))~~ 181-82-105 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, residency, endorsed continuing, or professional 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))~~ professional educator standards board 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, residency, endorsed continuing, or professional 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.

(3) After August 31, 2000, a teacher who has completed twenty-four quarter credit hours (sixteen semester credit hours) of course work applicable to a special education endorsement shall be eligible for a waiver from the special education office which will allow that person to be employed as a special education teacher. All remaining requirements shall be completed within five years of service as a special education teacher. Teachers who hold certificates endorsed in special education or who have received waivers from the special education office prior to September 1, 2000, shall not be affected by the requirements of this subsection.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-120 Assignment of principals and assistant principals within districts.** No person shall be assigned within the basic program of education to serve as principal or assistant principal unless such person holds a certificate or permit pursuant to WAC ~~((180-79A-140(3)) [181-79A-140(3)])~~ 181-79A-140(3).

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-125 Assignment of educational staff associates.** No person shall be assigned within the basic program of education to serve in a specific educational staff associate role, as identified in WAC ~~((180-79A-140 [181-79A-140]))~~ 181-79A-140, unless such person holds a certificate or permit endorsed for such specific role.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-130 Assignment of persons providing instruction of Braille to students.** (1) No certificated school district employee shall be assigned to provide instruction of

Braille to students who has not demonstrated competency with the grade two standard literary Braille code by:

(a) Successful completion of the National Literary Braille Competency Test; or

(b) Successful completion of the Braille competency test developed at Portland State University; or

(c) Successful completion of any other test approved for use by the ~~((state board of education))~~ professional educator standards board.

(2) No classified school district employee working under the supervision of a certificated school district employee, which certificated employee meets the requirement of subsection (1) of this section, may produce Braille material or provide instruction in the Braille code unless the employee has demonstrated competency with the grade two standard literary Braille code as provided under subsection (1) of this section.

(3)(a) Each school district is responsible for monitoring the appropriate assignment of personnel under subsections (1) and (2) of this section.

(b) Any person under subsections (1) and (2) of this section shall have one year from the date of request to successfully pass the testing requirement under subsection (1) of this section.

(c) The Washington Instructional Resource Center for the Visually Impaired shall forward to the ~~((state board of education))~~ professional educator standards board the names of individuals who have passed the testing requirement under subsection (1) of this section and the date of passage. The center also shall forward to the ~~((state))~~ professional educator standards board the names of individuals who have not passed the testing requirement within one year and the name of the employing school district of the individual.

(4) The ~~((state))~~ professional educator standards board shall establish a test review committee which shall be responsible for developing criteria to evaluate a test under subsection (1)(c) of this section. No test shall be considered for approval by the ~~((state))~~ professional educator standards board under subsection (1)(c) of this section unless it has been evaluated by the test review committee and a recommendation for approval or disapproval has been submitted to the board. At a minimum, the membership of the committee shall include persons representing:

(a) National Federation of the Blind of Washington;

(b) Washington council of the blind;

(c) Association of education and rehabilitation of the blind and visually impaired of Washington;

(d) Washington instructional resource center for the visually impaired;

(e) Washington state school for the blind; and

(f) Office of the superintendent of public instruction.

(5) A person who has met the requirement of subsection (1) of this section shall maintain their facility with the grade two standard literary Braille code by:

(a) Completing ten hours every five years of continuing education; or

(b) Successful completion every five years of one of the tests under subsection (1) of this section.

(6)(a) For the purpose of subsection (5)(a) of this section, the continuing education option may be satisfied by:

(i) Completing the equivalent of ten clock hours through completion of college credits as provided under WAC ((180-85-030 [181-85-030])) 181-85-030 (1) and (2); or

(ii) Completing ten clock hours of continuing education as provided under WAC ((180-85-030 [181-85-030])) 181-85-030 (3) and (4); or

(iii) Completing the equivalent of ten clock hours through completion of continuing education units through a college or university. One continuing education unit shall equal not fewer than ten clock hours of attendance.

(b) For the purpose of subsection (5)(a) of this section, "continuing education" shall mean one or more of the following:

(i) Instructional methodology in Braille;

(ii) Improving Braille code skills; or

(iii) Maintaining or refreshing Braille code skills, not including technology or software. "Braille code skills" means literary, music, and the Nemeth code of mathematics and scientific notation.

(c) For the purpose of subsection (5)(a) of this section, an approved provider of continuing education may include:

(i) The National Braille Association;

(ii) The Library of Congress;

(iii) The Braille Authority of North America;

(iv) A regionally accredited institution of higher education under WAC ((180-78A-010(6) [181-78A-010(6)]) 181-78A-010(6);

(v) An educational service district;

(vi) The American Foundation for the Blind;

(vii) The Association of Education and Rehabilitation of the Blind and Visually Impaired of Washington;

(viii) The American Foundation for the Blind annual American Braille literacy conference; or

(ix) Any other entity approved by the ((state board of education)) professional educator standards board based upon a recommendation to approve from the test review committee established under subsection (4) of this section.

(d) For the purpose of subsection (1) of this section, a person who holds a Library of Congress transcriber's certificate is exempt only from the testing requirement under subsection (1) of this section. If an individual earns the Library of Congress transcriber's certificate, they shall be deemed to have met the continuing education option under subsection (5)(a) of this section.

(e) Individuals who seek through subsection (5)(a) of this section to remain eligible to work with visually impaired students are responsible for documenting completion of continuing education. Such individuals are strongly encouraged to provide a copy of their documentation to their employing school district. The documentation shall not be collected by the ((state board of education)) professional educator standards board. However, the documentation could be audited for purposes of compliance with basic education appropriation requirements under WAC 180-16-195.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-135 Assignment waivers.** On a case-by-case basis, the ((state board of education)) professional edu-

cator standards board may waive the provisions of WAC ((180-82-105 [181-82-105] through 180-82-130 [181-82-130])) 181-82-105 through 181-82-130 upon written application by a school district board of directors. The application shall detail the rationale for the waiver request. The waiver may be granted subject to any conditions and stipulations as the ((state)) professional educator standards board determines.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-200 Purpose of endorsement requirements.** The purposes of the endorsement requirements in chapter ((180-82 [181-82])) 181-82 WAC are:

(1) To align requirements for endorsements with the state's learning goals and essential academic learning requirements;

(2) To maintain rigorous standards for obtaining endorsements; and

(3) To provide school districts with teachers who are able to demonstrate a positive impact on student learning.

AMENDATORY SECTION (Amending WSR 60-02-051 [06-02-051], filed 12/29/05, effective 1/1/06)

**WAC 181-82-201 Grade designations for endorsements obtained after August 31, 2000.** In order to implement the state's reform legislation, schools are reorganizing by developmental levels, by benchmarks, by student performance, etc. Therefore, the designation of mandatory grade levels on certificates for assignment purposes, no longer appears appropriate. The ((state board of education)) professional educator standards board does, however, wish to provide guidance to school districts in the placement of its certified staff and to colleges and universities in developing preparation programs by providing the following guidelines for grade and age designations:

(1) Early childhood: Birth to third grade (age eight).

(2) Elementary: Kindergarten (age five) to grade eight (age fourteen).

(3) Middle level: Grade four (age nine) to grade nine (age fifteen).

(4) Secondary: Grade five (age ten) to grade twelve (age eighteen).

(5) All levels: Preschool (birth) to grade twelve (age eighteen).

**Reviser's note:** The bracketed material preceding the section above was supplied by the code reviser's office.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-202 Certificate endorsements.** Teacher certificates shall be endorsed as follows, except as otherwise provided in WAC ((180-79A-257 [181-79A-257])) 181-79A-257 (1)(d):

(1) **All levels:**

(a) Bilingual education, (supporting).

(b) Designated arts: Dance, (primary and supporting).

(c) Designated arts: Drama, (primary and supporting).

(d) Designated arts: Music: Choral, instrumental or general, (primary and supporting).

(e) Designated arts: Visual arts, (primary and supporting).

(f) Designated world languages, (primary and supporting).

(g) English as a second language, (primary and supporting).

(h) Health/fitness, (primary and supporting).

(i) Library media, (primary and supporting).

(j) Reading, (primary and supporting).

(k) Special education, (primary).

**(2) Early childhood:**

(a) Early childhood education, (primary and supporting).

(b) Early childhood special education, (primary).

**(3) Elementary education,** (primary).

**(4) Middle level,** (primary).

**(5) Secondary level:**

(a) Designated science: Biology, (primary and supporting).

(b) Designated science: Chemistry, (primary and supporting).

(c) Designated science: Earth science, (primary and supporting).

(d) Designated science: Physics, (primary and supporting).

(e) Designated career and technical education: Agriculture education, business education, family and consumer sciences education, marketing education, and technology education, (primary).

(f) English, (primary and supporting).

(g) English/language arts, (primary).

(h) History, (primary and supporting).

(i) Mathematics, (primary and supporting).

(j) Science, (primary).

(k) Social studies, (primary).

(6) **Traffic safety** endorsements may be noted on certificates issued under chapter ~~((180-79A-[181-79A]))~~ 181-79A WAC if the candidate meets the requirements of the regulations promulgated by the superintendent of public instruction pursuant to RCW 28A.220.020(3).

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-204 Endorsement requirements.** (1) Candidates for all primary teaching endorsements shall complete college/university programs approved by the ~~((state board of education))~~ professional educator standards board pursuant to chapter ~~((180-78A-[181-78A]))~~ 181-78A WAC, which include methodology (see WAC ~~((180-78A-264(5))~~ 181-78A-264(5)) and field experience/internship (see WAC ~~((180-78A-264(7))~~ 181-78A-264(7))).

(2) Candidates for all supporting teaching endorsements shall complete college/university programs approved by the ~~((state board of education))~~ professional educator standards board pursuant to chapter ~~((180-78A-[181-78A]))~~ 181-78A WAC, which shall include methodology (see WAC ~~((180-78A-264(5))~~ 181-78A-264(5))). The

requirement for field experience/internship for a supporting endorsement shall be at the discretion of the college/university: Provided, That in cases where programs require a field experience/internship the colleges and universities should make every attempt to allow the individual to complete field-based requirements for the endorsement within the confines of the individual's existing schedule.

(3) Teachers may add an endorsement by achieving National Board certification in a Washington teaching endorsement area and possessing a valid National Board certificate.

(4) The ~~((state board of education))~~ professional educator standards board shall approve teacher preparation programs for each endorsement program at Washington colleges and universities, pursuant to chapter ~~((180-78A-[181-78A]))~~ 181-78A WAC.

(5) Candidates from out-of-state shall be required to present verification that they completed a state-approved program in a Washington endorsement area, except as otherwise provided in WAC ~~((180-79A-257-[181-79A-257]))~~ 181-79A-257 (1)(d).

(6) Course work used to meet endorsement requirements must be completed through a regionally accredited college/university.

(7) 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 course work required for the approved endorsement program.

(8) 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-210 Primary and supporting endorsements.** (1) All endorsements obtained under the requirements in chapter ~~((180-82-[181-82]))~~ 181-82 WAC shall be designated as either primary or supporting endorsements on teaching certificates.

(2) All candidates for teaching certificates shall be required to obtain a primary endorsement, except as otherwise provided in WAC ~~((180-79A-257-[181-79A-257]))~~ 181-79A-257 (1)(d).

(3) Primary endorsements shall require a minimum of forty-five quarter credit hours (thirty semester credit hours) of academic study (or its equivalent) in the endorsement area: Provided, That primary endorsements for broad area endorsements (i.e., English/language arts, science, and social studies) shall require sixty quarter credit hours (forty semester credit hours) of academic study (or its equivalent) in the endorsement area.

(4) Supporting endorsements shall require a minimum of twenty-four quarter credit hours (sixteen semester credit hours) of academic study (or its equivalent) in the endorsement area.

(5) The ~~((state board of education))~~ professional educator standards board or its designee may establish performance/competency criteria for obtaining an endorsement.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-215 Implementation policies.** (1) All teachers who obtain endorsements after August 31, 2000, shall meet the requirements in chapter ~~((180-82-181-82))~~ 181-82 WAC: Provided, That colleges and universities may permit an individual accepted into programs in Washington state on, or before, August 31, 2000, to obtain endorsements under the requirements in WAC ~~((180-79A-300-181-79A-300) through 180-79A-398-181-79A-398))~~ 181-79A-300 through 181-79A-398, if the individual completes the endorsement program on, or before, August 31, 2003, and the college or university verifies endorsement program completion to the superintendent of public instruction on, or before, December 31, 2003: Provided further, That the ~~((state board of education))~~ professional educator standards board or its designee may waive this requirement on a case-by-case basis.

(2) Teachers applying for a continuing or professional certificate after August 31, 2000, shall be required to obtain only one endorsement.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-300 Bilingual education—All levels, (supporting).** In order to obtain a supporting endorsement in bilingual education, the candidate shall have completed a primary endorsement in another endorsement area, shall have demonstrated proficiency in the English language, shall have completed a state approved preparation program in bilingual education which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ~~((180-78A-181-78A))~~ 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Language acquisition theory.
- (2) Cross-cultural teaching and learning strategies.
- (3) Literacy development (reading, writing, listening, speaking).
- (4) History and theory of bilingual education.
- (5) Instructional strategies for bilingual education.
- (6) Demonstrated proficiency in a targeted foreign language.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-303 Designated arts: Dance—All levels, primary.** In order to receive a primary endorsement in designated arts: Dance, the candidate shall have completed a state approved preparation program in designated arts: Dance which shall be comprised of the appropriate pedagogy

courses and field experience/internship, pursuant to chapter ~~((180-78A-181-78A))~~ 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below and shall have demonstrated a level of artistic and technical proficiency appropriate for his/her dance concentration. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Elements of dance.
- (2) Composition, improvisation, or choreography.
- (3) Dance science.
- (4) Dance production.
- (5) Social, cultural, and historical contexts and connections.
- (6) Equipment and facilities safety.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-304 Designated arts: Dance—All levels (supporting).** In order to receive a supporting endorsement in designated arts: Dance, the candidate shall have completed a primary endorsement in another endorsement area, shall have completed a state approved preparation program in designated arts: Dance which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ~~((180-78A-181-78A))~~ 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below and shall have demonstrated a level of artistic and technical proficiency appropriate for his/her dance concentration. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Elements of dance.
- (2) Composition, improvisation, or choreography.
- (3) Dance science.
- (4) Dance production.
- (5) Social, cultural, and historical contexts and connections.
- (6) Equipment and facilities safety.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-307 Designated arts: Drama—All levels, primary.** In order to receive a primary endorsement in designated arts: Drama, the candidate shall have completed a state approved preparation program in designated arts: Drama which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ~~((180-78A-181-78A))~~ 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Acting skills, including improvisational and script-based.

- (2) Theatrical design and construction.
- (3) Directing.
- (4) Stage management.
- (5) Analysis and criticism of both script and performances.
- (6) Equipment, materials, and facilities safety.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-308 Designated arts: Drama—All levels, supporting.** In order to receive a supporting endorsement in designated arts: Drama, the candidate shall have completed a primary endorsement in another endorsement area, shall have completed a state approved preparation program in designated arts: Drama which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Acting skills, including improvisational and script-based.
- (2) Theatrical design and construction.
- (3) Directing.
- (4) Stage management.
- (5) Analysis and criticism of both script and performances.
- (6) Equipment, materials, and facilities safety.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-310 Designated arts: Choral, instrumental, or general music—All levels, primary.** In order to receive a primary endorsement in designated arts: Choral, instrumental, or general music, the candidate shall have completed a state approved preparation program in designated arts: Choral, instrumental, or general music which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Performance in-depth study of instrument or voice.
- (2) Aural skills and analysis.
- (3) Composition and improvisation.
- (4) Performance repertory (e.g., instrumental, choral, solo, world music).
- (5) Technology.
- (6) Conducting.
- (7) Arranging.
- (8) Theory analysis of music literature.
- (9) Equipment and facilities safety.

- (10) Social, cultural, and historical contexts and connections.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-311 Designated arts: Choral, instrumental, or general music—All levels, supporting.** In order to receive a supporting endorsement in designated arts: Choral, instrumental, or general music, the candidate shall have completed a state-approved preparation program in designated arts: Choral, instrumental, or general music which shall include the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) from the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas:

- (1) Performance in-depth study of instrument or voice.
- (2) Aural skills and analysis.
- (3) Composition and improvisation.
- (4) Performance repertory (e.g., instrumental, choral, solo, world music).
- (5) Technology.
- (6) Conducting.
- (7) Arranging.
- (8) Theory analysis of music literature.
- (9) Equipment and facilities safety.
- (10) Social, cultural, and historical contexts and connections.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-312 Designated arts: Visual arts—All levels, primary.** In order to receive a primary endorsement in designated arts: Visual arts, the candidate shall have completed a state approved preparation program in designated arts: Visual arts which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Skills and techniques in multiple media (e.g., painting, sculpture, drawing, computer, photography).
- (2) Composition and production using design principles.
- (3) Analysis and interpretation of art.
- (4) Social, cultural and historical contexts and connections.
- (5) Material, equipment, and facilities safety.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-313 Designated arts: Visual arts—All levels, supporting.** In order to receive a supporting endorsement in designated arts: Visual arts, the candidate shall have completed a state-approved preparation program in designated arts: Visual arts which shall include the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) from the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas:

- (1) Skills and techniques in multiple media (e.g., painting, sculpture, drawing, computer, photography).
- (2) Composition and production using design principles.
- (3) Analysis and interpretation of art.
- (4) Social, cultural and historical contexts and connections.
- (5) Material, equipment, and facilities safety.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-314 Designated science: Biology—Secondary, primary.** In order to receive a primary endorsement in designated science: Biology, the candidate shall have completed a state approved preparation program in designated science: Biology which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Botany with lab.
- (2) Zoology with lab.
- (3) Genetics.
- (4) Microbiology or cellbiology with lab.
- (5) Chemistry with lab.
- (6) Ecology.
- (7) Evolution.
- (8) Lab safety, practice, and management.
- (9) Lab, inquiry-based experience.
- (10) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-315 Designated science: Biology—Secondary, supporting.** In order to receive a supporting endorsement in designated science: Biology, the candidate shall have completed a state approved preparation program in designated science: Biology which shall be comprised of the appropriate pedagogy courses and field experiences/

internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas\*:

- (1) Botany with lab.
- (2) Zoology with lab.
- (3) Genetics.
- (4) Microbiology or cell biology with lab.
- (5) Chemistry with lab.
- (6) Ecology.
- (7) Evolution.
- (8) Lab safety, practice, and management.
- (9) Lab, inquiry-based experience.
- (10) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

\* Program must include #(8) Lab safety, practice and management.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-316 Designated science: Chemistry—Secondary, primary.** In order to receive a primary endorsement in designated science: Chemistry, the candidate shall have completed a state approved preparation program in designated science: Chemistry which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) General principles of chemistry with lab (i.e., inorganic, physical, and analytical).
- (2) Advanced study in organic chemistry with lab.
- (3) Quantitative analysis with lab.
- (4) Biochemistry with lab.
- (5) Physics.
- (6) Laboratory safety, practice, and management.
- (7) Lab, inquiry-based experience.
- (8) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-317 Designated science: Chemistry—Secondary, supporting.** In order to receive a supporting endorsement in designated science: Chemistry, the candidate shall have completed a state approved preparation program in designated science: Chemistry which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alter-

native performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas\*:

- (1) General principles of chemistry with lab (i.e., inorganic, physical, and analytical).
- (2) Advanced study in organic chemistry with lab.
- (3) Quantitative analysis with lab.
- (4) Biochemistry with lab.
- (5) Physics.
- (6) Lab safety, practice, and management.
- (7) Lab, inquiry-based experience.
- (8) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

\* Program must include #(6) Lab safety, practice and management.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-318 Designated science: Earth science—Secondary, primary.** In order to receive a primary endorsement in designated science: Earth science, the candidate shall have completed a state approved preparation program in designated science: Earth science which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Physical geology.
- (2) Historical geology.
- (3) Environmental issues related to earth science.
- (4) Oceanography.
- (5) Astronomy.
- (6) Meteorology.
- (7) Lab safety, practice, and management.
- (8) Lab, inquiry-based experience.
- (9) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-319 Designated science: Earth science—Secondary, supporting.** In order to receive a supporting endorsement in designated science, the candidate shall have completed a state approved preparation program in designated science: Earth science which shall be comprised of the appropriate pedagogy courses and field experience/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas\*:

- (1) Physical geology.
- (2) Historical geology.

- (3) Environmental issues related to earth science.
- (4) Oceanography.
- (5) Astronomy.
- (6) Meteorology.
- (7) Lab safety, practice, and management.
- (8) Lab, inquiry-based experience.
- (9) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

\* Program must include #(7) Lab safety, practice and management.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-320 Designated science: Physics—Secondary, primary.** In order to receive a primary endorsement in designated science: Physics, the candidate shall have completed a state approved preparation program in designated science: Physics which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) General principles of physics, with lab.
- (2) Lab safety, practice and management.
- (3) Lab, inquiry-based experience.
- (4) Relationships of the concepts of science to contemporary, historical, technological and societal issues.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-321 Designated science: Physics—Secondary, supporting.** In order to receive a supporting endorsement in designated science: Physics, the candidate shall have completed a state approved preparation program in designated science: Physics which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) General principles of physics, with lab.
- (2) Lab safety, practice and management.
- (3) Lab, inquiry-based experience.
- (4) Relationships of the concepts of science to contemporary, historical, technological and societal issues.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-322 Designated career and technical education—Secondary, primary.** In order to obtain a primary endorsement in designated career and technical educa-

tion: Agriculture education, business education, family and consumer sciences education, marketing education, or technology education, the candidate shall have completed a state approved preparation program which shall be comprised of the appropriate pedagogy courses and field experiences/ internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in one of the endorsement areas below. Through completion of this course work and/or an alternative performance based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the general areas below. In addition, the candidate shall have demonstrated the knowledge and skills identified in one of the specific endorsement areas:

(1) General areas.

(a) General and specific safety.

(b) Occupational analysis.

(c) Philosophy of vocational education.

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

(e) Personal and professional attributes - The career and technical education teacher models personal and professional attributes and leadership skills which reflect productive life and work roles.

(2) Specific endorsement areas.

(a) **Agriculture education.**

(i) 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, horticultural science, animal science, crop science, soil science, and agricultural technology and management.

(ii) 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.

(iii) 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.

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

(v) 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.

(vi) 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.

(vii) 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.

(b) **Business education.**

(i) 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.

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

(iii) 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.

(c) **Family and consumer sciences education.**

(i) 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.

(ii) 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.

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

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

(v) 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 career and technical education student organization for family and consumer sciences.

(d) **Marketing education.**

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

(ii) 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.

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

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

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

(vi) The marketing education teacher demonstrates the ability to plan and implement a marketing education program following national and state curriculum guidelines.

(e) **Technology education.**

(i) 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.

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

(iii) 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.

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

(v) 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.

(vi) 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.

(vii) 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.

(viii) 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.

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

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-324 Designated world languages—All levels, primary.** In order to receive a primary endorsement in designated world languages the candidate shall have completed a state approved preparation program in designated world languages which shall be comprised of the appropriate

pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A})) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

(1) Communication in the designated world language: Speaks, understands, reads, and writes in a variety of contexts with a variety of situations.

(2) Culture and language.

(a) Describes, analyzes, and interprets cultural and language practices, products, and perspectives.

(b) Analyzes similarities and differences between United States and designated language cultures (e.g., history, mores, traditions, celebrations, and community context).

(c) Participates in designated world language community.

(3) Interdisciplinary integration (e.g., world languages and educational technology, selected areas in social studies, in language arts and any other suitable area).

(4) A variety of language acquisition theories.

(5) Appropriate methodological study for all levels, including but not limited to, FLES strategies and skills.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-326 Designated world languages—All levels, supporting.** In order to receive a supporting endorsement in designated world languages, the candidate shall have completed a primary endorsement in another endorsement area, shall have completed a state approved preparation program in designated world languages which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A})) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

(1) Communication in the designated world language: Speaks, understands, reads, and writes in a variety of contexts with a variety of situations.

(2) Culture and language.

(a) Describes, analyzes, and interprets cultural and language practices, products, and perspectives.

(b) Analyzes similarities and differences between United States and designated language cultures (e.g., history, mores, traditions, celebrations, and community context).

(c) Participates in designated world language community.

(3) Interdisciplinary integration (e.g., world languages and educational technology, selected areas in social studies, in language arts and any other suitable area).

(4) A variety of language acquisition theories.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-328 Early childhood education—Primary.** In order to obtain a primary endorsement in early childhood education, the candidate shall have completed a state approved preparation program in early childhood education which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Dynamics of family structure and involving parents and community agencies in early childhood development.
- (2) Curriculum, instruction, and assessment in the following:
  - (a) Communication skills, emerging literacy, and language arts.
  - (b) Math and science.
  - (c) Social studies.
  - (d) Arts.
    - (i) Art.
    - (ii) Music.
    - (iii) Drama.
    - (iv) Creative movement/dance.
  - (e) Health/fitness.
- (3) Typical and atypical growth and development (cognitive, linguistic, motor, and social).
- (4) Assessment methods designed to measure developmental progress.
- (5) Knowledge of requirements for promoting social competence.
- (6) Knowledge of exceptionalities and identification of high risk and special needs students, and methods of modifying curriculum, instructional strategies and assessment.
- (7) Strategies for environmental design and management of physical space, equipment, and material.
- (8) Current issues and trends in early childhood education.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-331 Early childhood special education—Primary.** In order to receive a primary endorsement in early childhood special education, the candidate shall have completed a state approved preparation program in early childhood special education which shall be comprised of the appropriate pedagogy courses and field experiences/internship pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Typical and atypical growth and development (cognitive, linguistic, motor and social).

- (2) Dynamics of family systems and involving parents and community agencies in early childhood development, including knowledge of cultural and linguistic diversity.

- (3) Exceptionally—defined as an overview of all disabling conditions, including low to high incidence disabilities.

- (4) Curriculum modification and adaptation (including developmental precursors to the essential academic learning requirements), accommodations, special aids, technology, and equipment.

- (5) Age appropriate child assessment and evaluation strategies:

- (a) Functional analysis of behavior, including caregiver-child interactions.

- (b) Individualized family service plan/individualized education plan development.

- (c) Accommodations for the Washington assessment of student learning.

- (6) Strategies for environmental design and management of physical space, equipment, and materials.

- (7) Procedural and substantive legal issues in special education, including provisions for eligible infants and toddlers.

- (8) Least restrictive environment/natural environment/inclusion strategies for early childhood special education.

- (9) Specially designed instruction, including curriculum materials in all developmental domains and content areas.

- (10) Age and developmentally appropriate, effective strategies for teaching pro-social skills and addressing behavioral problems.

- (11) Transition planning for new settings.

- (12) Organization and management systems (i.e., individualized family service plan/individualized education plan, scheduling, evaluation, and recordkeeping/data collection).

- (13) Collaboration, teaming, and partnerships with families, professionals, and related human services agency personnel.

- (14) Supervision of paraprofessionals.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-332 Elementary education—Primary.** In order to receive a primary endorsement in elementary education, the candidate shall have completed a state approved preparation program in elementary education which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas listed below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills at the developmentally appropriate levels in the following areas:

- (1) Language literacy.

- (a) Reading strategies.

- (b) The writing process.

- (c) Communication.

- (d) Language skills.

- (e) Child and adolescent literature.
- (2) Mathematics.
  - (a) Number sense.
  - (b) Measurement.
  - (c) Geometric sense.
  - (d) Probability and statistics.
  - (e) Algebraic sense.
- (3) Science. Life and physical science, including a lab science.
  - (4) Social studies.
    - (a) U.S. history.
    - (b) Geography.
    - (c) Economics.
    - (d) Civics.
    - (5) The arts.
      - (a) Music.
      - (b) Visual arts.
      - (c) Drama.
      - (d) Creative movement/dance.
      - (6) Health/fitness.
        - (a) Foundations of health and fitness.
        - (b) Safe living.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-334 English—Secondary, primary.** In order to receive a primary endorsement in English the candidate shall have completed a state approved preparation program in English which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A [181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) The reading process (e.g., skills and strategies).
- (2) The writing process (e.g., expository, technical, narrative).
- (3) Communication (e.g., speaking, listening, and analyzing).
- (4) Language skills (conventions) and structure (social/historical).
- (5) Literature (e.g., American, British, world, and multicultural).

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-335 English—Secondary, supporting.** In order to receive a supporting endorsement in English the candidate shall have completed a state-approved preparation program in English which shall include the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A [181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) from the subject areas below. Through the completion of this course work and/or alternative performance-based assessment acceptable to the college/university, the candidate

shall have demonstrated knowledge and skills from the following areas:

- (1) The reading process (e.g., skills and strategies).
- (2) The writing process (e.g., expository, technical, narrative).
- (3) Communication (e.g., speaking, listening, and analyzing).
- (4) Language skills (conventions) and structure (social/historical).
- (5) Literature (e.g., American, British, world, and multicultural).

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-336 English/language arts—Secondary, primary.** In order to receive a primary endorsement in English/language arts the candidate shall have completed a state approved preparation program in English/language arts which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A [181-78A])) 181-78A WAC, as well as sixty quarter credit hours (forty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) The reading process (e.g., skills and strategies).
- (2) The writing process (e.g., expository, technical, narrative).
- (3) Communication (e.g., speech, listening, media analysis, acting, journalism).
- (4) Language skills (conventions) and structure (social/historical).
- (5) American, British, world, multicultural, and adolescent literature, including representation from the following genre: Poetry, drama, fiction, nonfiction, and technical materials.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-338 English as a second language—All levels, primary.** In order to obtain a primary endorsement in English as a second language, the candidate shall have demonstrated proficiency in the English language and shall have completed a state approved preparation program in English as a second language which shall be comprised of the appropriate pedagogy courses and field experience/internship pursuant to chapter ((180-78A [181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Language acquisition theory.
- (2) Cross-cultural teaching and learning strategies.
- (3) Literacy development (reading, writing, listening, speaking).

- (4) History and theory of ESL.
- (5) Instructional strategies for ESL.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-339 English as a second language—All levels, supporting.** In order to obtain a supporting endorsement in English as a second language, the candidate shall have completed a primary endorsement in another endorsement area, shall have demonstrated proficiency in the English language, shall have completed a state approved preparation program in English as a second language which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Language acquisition theory.
- (2) Cross-cultural teaching and learning strategies.
- (3) Literacy development (reading, writing, listening, speaking).
- (4) History and theory of ESL.
- (5) Instructional strategies for ESL.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-340 Health/fitness—All levels, primary.** In order to receive a primary endorsement in health/fitness the candidate shall have completed a state approved preparation program in health/fitness which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Foundations of health and fitness.
- (2) Safe living, including first aid and CPR.
- (3) Scientific foundations for health and fitness (i.e., anatomy exercise physiology, kinesiology/biomechanics, psychomotor maturation and development, and motor learning).
- (4) Movement, activities, and application with attention to special needs populations.
- (5) Coordinated health education (i.e., alcohol and other drugs, diseases, injury prevention, human relationships, nutrition, HIV prevention, and abuse prevention).

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-341 Health/fitness—All levels, supporting.** In order to receive a supporting endorsement in health/fitness the candidate shall have completed a state-approved

preparation program in health/fitness which shall include the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) from the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills from the following areas:

- (1) Foundations of health and fitness.
- (2) Safe living, including first aid and CPR.
- (3) Scientific foundations for health and fitness (i.e., anatomy exercise physiology, kinesiology/biomechanics, psychomotor maturation and development, and motor learning).
- (4) Movement, activities, and application with attention to special needs populations.
- (5) Coordinated health education (i.e., alcohol and other drugs, diseases, injury prevention, human relationships, nutrition, HIV prevention, and abuse prevention).

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-342 History—Secondary, primary.** In order to receive a primary endorsement in history the candidate shall have completed a state-approved preparation program in history which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Pacific Northwest history.
- (2) United States history, including chronological, thematic, multicultural, ethnic, and women's history.
- (3) World, regional, or country history.
- (4) Civics/political science/United States government.
- (5) Geography.
- (6) Economics.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-343 History—Secondary, supporting.** In order to receive a supporting endorsement in history the candidate shall have completed a state-approved preparation program in history which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) from the subject areas below. Through the completion of this course work and/or alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills from the following areas:

- (1) Pacific Northwest history.

- (2) United States history, including chronological, thematic, multicultural, ethnic, and women's history.
- (3) World, regional, or country history.
- (4) Civics/political science/United States government.
- (5) Geography.
- (6) Economics.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-344 Library media—All levels, primary.** In order to receive a primary endorsement in library media, the candidate shall have completed a state approved preparation program in library media which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Integration of information technologies with essential academic learnings.
- (2) Needs assessment, evaluation, and selection of diverse literature, media (print, nonprint, and electronic), and information services for children and young adults.
- (3) Understanding and utilization of existing and emerging information technologies.
- (4) Media (print, nonprint and electronic) literacy-methods and instruction.
- (5) Research and library applications in the curriculum.
- (6) Social, ethical, and legal implications of information technologies.
- (7) Management of library media program-services and facilities.
- (8) Theories and accepted principles of standardized systems of cataloguing, process, and classification.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-346 Library media—All levels, supporting.** In order to receive a supporting endorsement in library media, the candidate shall have completed a state approved preparation program in library media which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Integration of information technologies with essential academic learnings.
- (2) Needs assessment, evaluation, and selection of diverse literature, media (print, nonprint, and electronic), and information services for children and young adults.
- (3) Understanding and utilization of existing and emerging information technologies.

(4) Social, ethical and legal implications of information technologies.

(5) Management of library media program-services and facilities.

(6) Theories and accepted principles of standardized systems of cataloguing, process, and classification.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-348 Mathematics—Secondary, primary.** In order to receive a primary endorsement in mathematics, the candidate shall have completed a state approved preparation program in mathematics which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Geometry (Euclidean and non-Euclidean).
- (2) Probability and statistics.
- (3) Calculus (integral and differential).
- (4) Discrete mathematics.
- (5) Logic and problem solving.
- (6) History of math or foundations of math.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-349 Mathematics—Secondary, supporting.** In order to receive a supporting endorsement in mathematics, the candidate shall have completed a state approved preparation program in mathematics which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Geometry (Euclidean and non-Euclidean).
- (2) Probability and statistics.
- (3) Logic and problem solving.
- (4) History of math or foundations of math.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-350 Middle level, primary.** In order to obtain an endorsement in middle level, the candidate shall have completed a state approved preparation program in middle level which shall be comprised of the developmentally appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below:

(1) A primary area comprised of thirty quarter credit hours (twenty semester credit hours) in either:

(a) Humanities, including a minimum of ten quarter credit hours (six semester credit hours) from language arts and ten quarter credit hours (six semester credit hours) from social studies with the remaining credit hours taken from language arts and/or social studies to total thirty quarter credit hours (twenty semester credit hours); or

(b) Math-science, including a minimum of ten quarter credit hours (six semester credit hours) from math and ten quarter credit hours (six semester credit hours) from science with the remaining credit hours taken from math and/or science to total thirty quarter credit hours (twenty semester credit hours); and

(2) A supporting area comprised of fifteen quarter credit hours (ten semester credit hours) from one of the following:

(a) Humanities (available only to candidates whose primary area is math-science); or

(b) Math-science (available only to candidates whose primary area is humanities); or

(c) Designated arts; or

(d) Career and technical education; or

(e) Designated world languages; or

(f) Health/fitness.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-352 Reading—All levels, primary.** In order to receive a primary endorsement in reading/literacy the candidate shall have completed a state approved preparation program in reading which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

(1) Assessment and diagnosis of reading skills and deficiencies.

(2) Strategies of how to teach reading.

(a) Scientifically validated research-based instructional strategies.

(b) Developmental stages/theories of reading.

(c) Philosophy of reading.

(3) Language acquisition/integration.

(4) Social/cultural contexts for literacy.

(5) Reading process, including decoding, encoding, and student response to child and adolescent literature.

(6) Beginning literacy (reading, writing, spelling, and communication).

(7) Reading in the content areas, fiction and nonfiction, including, but not limited to, enriched literature and expository text in the content areas.

(8) Literacy for a second language learner.

(9) Meta-cognitive strategies (teaching children to self-assess their reading ability).

(10) Risk factors for reading difficulties and intervention strategies for students experiencing reading difficulties.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-354 Reading—All levels, supporting.** In order to receive a supporting endorsement in reading the candidate shall have completed a primary endorsement in another endorsement area, shall have completed a state approved preparation program in reading, which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, and shall have completed twenty-four quarter credit hours (sixteen semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

(1) Assessment and diagnosis of reading skills and deficiencies.

(2) Language acquisition/integration.

(3) Social/cultural contexts for literacy.

(4) Beginning literacy (reading, writing, spelling, and communication).

(5) Reading in the content areas, fiction and nonfiction, including, but not limited to, enriched literature and expository text in the content areas.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-355 Science—Secondary, primary.** In order to receive a primary endorsement in science the candidate shall have completed a state approved preparation program in science which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as sixty quarter credit hours (forty semester credit hours) in the subject areas below, as follows:

(1) Forty-five quarter credit hours (thirty semester credit hours) in a designated science area (biology, chemistry, earth science, or physics), including all the requirements for the endorsement in that area; and

(2) Fifteen quarter credit hours (ten semester credit hours) from the remaining three science areas, including course work from each of those three areas.

**AMENDATORY SECTION** (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-356 Social studies—Secondary, primary.** In order to receive a primary endorsement in social studies the candidate shall have completed a state approved preparation program in social studies which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((180-78A-[181-78A])) 181-78A WAC, as well as sixty quarter credit hours (forty semester credit hours) in the subject areas below, including twenty-four quarter credit hours (sixteen semester credit hours) in history. Through the completion of this

course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Pacific Northwest history.
- (2) United States history, including chronological, thematic, multicultural, ethnic and women's history.
- (3) World, regional, or country history.
- (4) Geography.
- (5) Political science, civics, or government.
- (6) Anthropology, psychology, or sociology.
- (7) Economics.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82-360 Special education—All levels, primary.** (See WAC ((~~180-82-110(3)~~ [~~181-82-110(3)~~])) 181-82-110(3) for information regarding eligibility for a waiver for a candidate who may be assigned to a special education classroom, if he or she has completed twenty-four quarter credit hours (sixteen semester credit hours) of the course work specified below.) In order to receive a primary endorsement in special education, the candidate shall have completed a state approved preparation program in special education which shall be comprised of the appropriate pedagogy courses and field experiences/internship, pursuant to chapter ((~~180-78A~~ [~~181-78A~~])) 181-78A WAC, as well as forty-five quarter credit hours (thirty semester credit hours) in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Exceptionality-defined as an overview of all disabling conditions, including low to high incidence disabling.
- (2) Curriculum modification and adaptation (including modifying the essential academic learning requirements), accommodations, special aids, technology, and equipment.
- (3) Least restrictive environment/inclusion strategies for special education.
- (4) Student assessment and evaluation.
  - (a) Functional behavior analysis.
  - (b) Individualized education plan/individualized family services plan development.
  - (c) Accommodations for the Washington assessment of student learning.
- (5) Procedural and substantive legal issues in special education.
- (6) Specially designed instruction including curriculum materials in all content areas.
- (7) Effective procedures and strategies for teaching professional skills and addressing behavioral problems.
- (8) School, family, community partnerships to improve learning for students with disabilities and their families (understanding and applying) knowledge of family systems including cultural and linguistic diversity).
- (9) Transition planning for new settings including planning post school outcomes.
- (10) Organization and management systems (i.e., individualized education plan/individualized family services

plan, scheduling, evaluation, and recordkeeping/data collection).

- (11) Methods, issues and trends in early childhood education.
- (12) Collaboration, teaming, partnerships, and supervision of paraeducators.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82A-002 Purposes and authority.** (1) The purposes of this chapter are to:

- (a) Establish policies and conditions for obtaining performance-based endorsements on teaching certificates.
- (b) Establish policies for college/university approval to offer performance-based endorsement programs.

(2) The authority for this chapter is chapter 28A.410 RCW which authorizes the ((~~state board of education~~)) professional educator standards board 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)~~)) 28A.410.210(6) which authorizes the ((~~state board of education~~)) professional educator standards board to specify the types and kinds of certificates necessary for the several departments within the common schools and by RCW 28A.150.220(4) which authorizes the ((~~state board of education~~)) professional educator standards board to adopt rules that implement and insure compliance with the basic program of education requirements of RCW 28A.150.220, 28A.150.250, and 28A.150.260, and such related basic program of education requirements as may be established by the ((~~state board of education~~)) professional educator standards board.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82A-204 Endorsement requirements.** (1) Candidates completing endorsements required to obtain a residency certificate, shall complete college/university teacher preparation programs approved by the ((~~state board of education~~)) professional educator standards board pursuant to chapter ((~~180-78A~~ [~~181-78A~~])) 181-78A WAC, which include methodology (see WAC ((~~180-78A-264(5)~~ [~~181-78A-264(5)~~])) 181-78A-264(5)) and field experience/internship (see WAC ((~~180-78A-264(6)~~ [~~181-78A-264(6)~~])) 181-78A-264(6)) and pursuant to endorsement program approval requirements in this chapter.

(2) In order to add an additional endorsement, the candidate shall:

- (a) Have completed a state-approved endorsement program which includes methodology (see WAC ((~~180-78A-264(5)~~ [~~181-78A-264(5)~~])) 181-78A-264(5)) and addresses all endorsement-specific competencies adopted by the ((~~state board of education~~)) professional educator standards board and published by the superintendent of public instruction. The requirement for field experience shall be at the discretion of the college/university. Provided, that in cases where programs require a field experience/internship, the colleges/universities should make every attempt to allow the individual to

complete field-based requirements for the endorsement within the confines of the individual's teaching schedule; or

(b) Achieve National Board certification in a Washington teaching endorsement area and hold a valid National Board certificate; or

(c) Pass the subject knowledge test approved by the professional educator standards board for the certificate endorsement being sought. The instructional methodology and content-related skills of the desired subject endorsement must be compatible with one or more of the current endorsement(s) on the applicant's teacher certificate, per the list of Pathway 1 endorsements adopted by the ~~((state board of education))~~ professional educator standards board and published by the superintendent of public instruction. The applicant must document a minimum of ninety days teaching experience, in a public or state approved private school, or state agency providing educational services for students, in the endorsement area that is compatible in instructional methodology and content-related skills to the Pathway 1 endorsement; or

(d)(i) Pass the subject knowledge test approved by the professional educator standards board for the certificate endorsement being sought and successfully meet all eligibility criteria and process requirements for Pathway 2 endorsements as adopted by the ~~((state board of education))~~ professional educator standards board and published by the superintendent of public instruction. The desired subject endorsement must be identified as a Pathway 2 endorsement for one or more of the current endorsement(s) on the applicant's teacher certificate, per the list of Pathway 2 endorsements adopted by the ~~((state board of education))~~ professional educator standards board and published by the superintendent of public instruction.

(ii) Teacher preparation programs that offer Pathway 2 endorsement programs shall follow process steps as adopted by the ~~((state board of education))~~ professional educator standards board and published by the superintendent of public instruction to verify successful completion of the Pathway 2 process and to recommend adding the endorsement to the applicant's teacher certificate.

(3) Candidates from out-of-state shall be required to present verification that they completed a state-approved program (equivalent to a major) in a Washington endorsement area.

(4) Course work used to meet endorsement requirements must be completed through a regionally accredited college/university.

(5) 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 course work required for the approved endorsement program.

(6) 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82A-206 Endorsement program approval.**

(1) The ~~((state board of education))~~ professional educator standards board shall approve endorsement programs at Washington colleges and universities pursuant to the requirements of this chapter. Only colleges and universities with ~~((state board of education))~~ professional educator standards board-approved residency certificate teacher preparation programs are eligible to apply for approval to offer endorsement programs.

(2) The ~~((state board of education))~~ professional educator standards board will establish performance/competency criteria for obtaining an endorsement. Revision in adopted endorsement competencies may occur only as approved by the ~~((state))~~ professional educator standards board.

(3) The superintendent of public instruction will publish, and make available, competencies for all endorsement areas identified in chapter ~~((180-82A [181-82A]))~~ 181-82A WAC.

(4) By August 31, 2003, each college or university desiring to establish an endorsement program shall submit a timeline to meet the following requirements for full approval by August 31, 2004:

(a) Identification of strategies that will be used to assess candidates' capacity/performance related to the competencies;

(b) A description of evidences that candidates will provide to document their positive impact on student learning in the endorsement area; and

(c) A description of the assessment system by which candidate performance, relative to the competencies, will be aggregated, analyzed, and used for program improvement.

(5) The ~~((state board of education))~~ professional educator standards board shall approve endorsement programs for a maximum of five years. Each institution shall submit endorsement programs for review when requested by the ~~((state board of education))~~ professional educator standards board to ensure that the endorsement programs meet the competencies and to provide assessment data relative to candidate performance.

(6) The ~~((state board of education))~~ professional educator standards board shall determine the schedule and process for endorsement program reviews.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-82A-215 Implementation policies.**

(1) In order to offer an endorsement program after August 31, 2003, the timeline by which the colleges and universities will be in full compliance with the approval standards in this chapter shall be reviewed and approved. In order to offer an endorsement program after August 31, 2004, the endorsement program shall be reviewed and approved under the approval standards of this chapter. All teachers who obtain endorsements after September 1, 2003, shall meet the requirements in this chapter. Provided, that colleges and universities may permit an individual enrolled in programs in Washington state to obtain endorsements under the requirements in chapter ~~((180-82 [181-82]))~~ 181-82 WAC, if the individual com-

pletes the endorsement program on, or before August 31, 2005, and the college or university verifies endorsement program completion on or before December 31, 2005. Provided further, that the ((state board of education)) professional educator standards board or its designee may waive this requirement on a case-by-case basis.

(2) Teachers shall be required to obtain a minimum of one endorsement.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-83-010 Authority.** The authority for this chapter is RCW 28A.415.020 and 28A.415.025 which authorize the ((state board of education)) professional educator standards board to define the term "internship" and establish rules for awarding clock hours for the purpose of placement on the statewide salary allocation schedule for participation of certificated personnel in internships with business, industry, or government.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-83-020 Definitions.** As used in this chapter, the following definitions shall apply:

(1) "Intern" means a certified instructional staff employee of a school district as defined at RCW 28A.150-100.

(2) "Internship" or "approved internship" means the actual paid or unpaid work experience performed by an intern in a business, industry, or government setting that meets the requirements set forth in WAC ((180-83-030 [181-83-030] and 180-83-040 [181-83-040])) 181-83-030 and 181-83-040.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-83-040 Internship report.** (1) Upon completion of the internship, the intern shall submit to the school district a report that includes the following information:

(a) Completion of the requirements under WAC ((180-83-030 [181-83-030])) 181-83-030;

(b) Summary evaluation by the intern of the internship experience;

(c) Summary evaluation by the business, industry, or government agency representative of the intern's experience; and

(d) Whether the internship will be claimed for purposes of recognition on the salary allocation schedule developed by the legislative evaluation and accountability program committee.

(2) The report shall be signed by the intern and business, industry, or government agency representative.

(3) The school district shall forward annually to the ((state board of education)) professional educator standards board, on or before December 1, the internship reports for the previous school year.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-020 Effective date and applicable certificates.** The provisions of this chapter shall apply to the following certificates issued on or after August 31, 1987:

(1) Continuing certificates as provided in chapter ((180-79)) 181-79A WAC.

(2) Standard certificates as provided under previous standards of the ((state board of education)) professional educator standards board.

(3) Professional certificates as provided in chapter ((180-79A [181-79A])) 181-79A WAC.

(4) Provided, That applicants who have completed all requirements for a continuing or standard certificates prior to August 31, 1987, and who apply for such certificate prior to July 1, 1988, and applicants who have completed all requirements for a continuing or standard certificate except one of the three-years experience requirement prior to August 31, 1987, and who completes such requirement and applies prior to August 31, 1988, shall be exempt from the continuing education requirements of this chapter.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-025 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 ((180-78A-010(6) [181-78A-010(6)])) 181-78A-010(6).

(2) All continuing education credit hours awarded by a vocational-technical college pursuant to WAC ((180-85-030(3) [181-85-030(3)])) 181-85-030(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 [181-83])) 181-83 WAC, Internships.

(4) All continuing education credit hours awarded in conformance with WAC ((180-85-033 [181-85-033] and 180-85-034 [181-85-034])) 181-85-033 and 181-85-034.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-032 Continuing education credit hour—Definition—Internships.** Notwithstanding the provisions of WAC ((180-85-030(6) [181-85-030(6)])) 181-85-030(6), for each forty clock hours of participation in an approved internship with a business, industry, or government agency under chapter ((180-83 [181-83])) 181-83 WAC, ten continuing education credit hours shall be granted.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-033 Continuing education credit hour—Definition—Professional growth team consultation and collaboration—School accreditation site visit team participation—National Board for Professional Teaching Standards assessment—Supervisors.** (1) Notwithstanding any provisions of this chapter to the contrary, for consultation and collaboration as a member of an approved professional growth team, as defined by WAC ((~~180-78A-010~~ [~~181-78A-010~~] and ~~180-78A-505~~ [~~181-78A-505~~])) 181-78A-010 and 181-78A-505, members of a professional growth team, excluding the candidate, shall receive the equivalent of ten continuing education credit hours. The team member may not receive more than the equivalent of twenty continuing education credit hours, as defined by this section, during a calendar year period.

(2) A person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of ten continuing education credit hours for serving on a school accreditation site visit team. The person may not receive more than the equivalent of twenty continuing education credit hours during a calendar year period.

(3)(a) Notwithstanding any provisions of this chapter to the contrary, individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students or the superintendent of public instruction, a person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of ten continuing education credit hours for service as a supervisor. The person may not receive more than the equivalent of twenty continuing education credit hours during a calendar year period.

(b) The term "supervisor" shall mean individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students, or the office of superintendent of public instruction for supervising the training of teacher interns, administrative interns, educational staff associate interns, and paraprofessionals.

(4) A person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of forty-five continuing education credit hours for completion of an assessment process as part of the National Board for Professional Teaching Standards certificate application. Upon achieving National Board certification, the individual shall receive the equivalent of an additional forty-five continuing education credit hours for a total of ninety continuing education credit hours per National Board certificate.

(5) Notwithstanding any provisions of this chapter to the contrary, for designing and completing a professional growth plan under the provisions of WAC ((~~180-85-034~~ [~~181-85-034~~])) 181-85-034, participants shall receive the equivalent of no more than sixty continuing education credit hours over a period of two school years, as defined by this chapter.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-034 Continuing education credit hour—Definition—Professional development system—Professional growth plan.** (1) Beginning September 1, 2005, in order to initiate a process that leads to a performance-based continuing education system, districts and approved private schools may offer educators the opportunity through use of a professional growth plan to earn not more than sixty continuing education credit hours over a period of two school years, in addition to hours earned through WAC ((~~180-85-025~~ [~~181-85-025~~])) 181-85-025 (1) through (4). Districts/private schools electing to participate must verify as a prerequisite that the following minimum elements of a professional development system are in place:

(a) A professional development system plan describing the use of professional growth plans for continuing education purposes and the accompanying support structure which will be made available to participants shall:

(i) Be approved by the board of directors of the local school district or approved private school.

(ii) In the case of a public school district, be accompanied by a letter of support from the applicable local educational association.

(iii) Include the establishment of a professional development committee consisting of, at a minimum, an educator and administrator representing the building level and a representative of the district or approved private school. This professional development committee is formed to review and approve professional growth plans, and verify continuing education credit hours to be awarded.

(b) A template of an individual professional growth plan, showing how the process described in subsection (3) of this section will be documented, as well as how the plan is tailored to the individual's professional growth needs and aligned with district improvement plans, school improvement plans under WAC 180-16-220, or both.

(2) The district/private school professional development system must be approved by the superintendent of public instruction. Districts shall respond to requests for information from the superintendent of public instruction, for evaluation purposes.

(3) The office of superintendent of public instruction shall publish guidelines on its web site as part of the state professional development planning guide to assist districts/private schools with compliance and implementation. Such guidelines shall include the following minimum essential elements:

(a) An assessment of the needs of each participating educator, including a written reflective analysis.

(b) Preparation of a written individual professional growth plan, with input from the educator's supervisor, that is approved by the professional development committee.

(c) Activities to both implement the plan and gather evidence of its completion.

(d) Verification of completion, including review of evidence and determination, in the professional judgment of the professional development committee, of how many continuing education credit hours are to be awarded.

(4) In making its determination, the professional development committee shall not count continuing education credit hours that can be awarded pursuant to WAC ((~~180-85-025~~ [~~181-85-025~~])) 181-85-025 (1) through (4).

(a) If documentation/evidence presented is determined to be incomplete or insufficient, the professional development committee shall provide feedback to the educator on the documentation/evidence presented, citing reasons for the decision.

(b) An educator may submit for review by the professional development committee additional documentation and evidence submitted in response to feedback received under (a) of this subsection.

(5) Individuals electing to use professional growth planning for purposes of earning continuing education credit hours may choose to integrate such professional growth planning with that called for in the professional growth option for evaluation established in accordance with RCW 28A.405-100(5), but they may not be required to do so.

(6) After the first three years of implementation, the superintendent of public instruction will review this option and will provide a report with recommendations, as necessary, to the professional educator standards board.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-045 Approved in-service education agency—Definition.** As used in this chapter, the term "approved in-service education agency" shall mean an agency approved by the ((~~state board of education~~)) professional educator standards board to provide in-service education programs and to grant continuing education credit hours to all or a selective group of educators. Such agency must demonstrate the following characteristics:

(1) The agency is one of the following entities or a department or section within such entities:

(a) A college or university referenced in WAC ((~~180-85-025(1)~~ [~~181-85-025(1)~~])) 181-85-025(1);

(b) An organization which for the purpose of this chapter shall mean any local, state, regional, or national nonprofit organization which offers in-service education programs to teachers, administrators, and/or educational staff associates;

(c) A school district, an educational service district, the superintendent of public instruction, or any state or national agency; or

(d) An approved private school which for the purpose of this chapter shall mean the same as provided in WAC 180-90-112.

(2) The agency has either a committee or board of directors which provides prior approval to proposed in-service education programs on the basis that the proposed programs are designed to meet the program standards set forth in WAC ((~~180-85-200~~ [~~181-85-200~~])) 181-85-200. In the case of school districts or educational service districts the committee shall be composed of the same representatives as required by RCW 28A.415.040—i.e., "representatives from the ranks of administrators, building principals, teachers, classified and support personnel . . . . the public, and . . . institution(s) of higher education, . . . ."

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-075 Continuing education requirement.** Continuing education requirements are as follows:

(1) Each holder of a continuing certificate affected by this chapter shall be required to complete during a five-year period one hundred fifty continuing education credit hours, as defined in WAC ((~~180-85-025~~ [~~181-85-025~~] and ~~180-85-030~~ [~~181-85-030~~])) 181-85-025 and 181-85-030, prior to the lapse date of the first issue of the continuing certificate and during each five-year period between subsequent lapse dates as calculated in WAC ((~~180-85-100~~ [~~181-85-100~~])) 181-85-100.

(2) Provided, That each holder of a continuing or a standard certificate affected by this chapter may present a copy of a valid certificate issued by the National Board for Professional Teaching Standards in lieu of the completion of the continuing education credit hours required by this chapter.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-077 Continuing education credit—ESAs.** Educational staff associates may use credits or clock hours that satisfy continuing education requirements for state professional licensure toward fulfilling ((~~state board of education~~)) professional educator standards board continuing education certification requirements.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-085 In-service education records.** Holders of certificates affected by this chapter shall retain the necessary in-service records from the approved in-service provider for the purpose of any audit by the superintendent of public instruction. Such holders shall be notified on such form that the intentional misrepresentation of a material fact on such form subjects the holder to revocation of his or her certificate pursuant to chapter ((~~180-86~~ [~~181-86~~])) 181-86 WAC and that a copy of such completed form should be retained by the holder for possible disputes arising under this chapter and for other purposes that may arise, including verification of in-service hours completed for a current or prospective employer.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-130 Reinstatement of lapsed certificate.** A holder of a lapsed certificate may reinstate such lapsed certificate by presenting evidence to the superintendent of public instruction of completing the continuing education credit hour requirement within the previous five years from the date of reinstatement application. The next lapse dates on a reinstated professional certificate shall be recalculated and shall be the same as if a new certificate under the provisions of WAC ((~~180-85-100~~ [~~181-85-100~~])) 181-85-100.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-200 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 [181-85-205]))~~ 181-85-205 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-205 Required recordkeeping by approved in-service education agencies.** Each approved in-service education agency shall provide the following record service:

(1) Documentation that the in-service education program, including the program agenda, received approval by the board or committee provided in WAC ~~((180-85-045(2) [181-85-045(2)]))~~ 181-85-045(2) prior to offering the in-service program.

(2) A copy of the summary of evaluations required by WAC ~~((180-85-200(5) [181-85-200(5)]))~~ 181-85-200(5); and

(3) A copy of the minutes of the board or advisory committee which demonstrates that such board or advisory committee reviewed the assessment required by WAC ~~((180-85-200(6) [181-85-200(6)]))~~ 181-85-200(6).

(4) A list, for each in-service education program, of all participants who have requested continuing education credit hours by signing a registration form made available at the in-service education program. Such registration form shall provide space for the registrant to indicate he or she is requesting fewer hours than the amount calculated for the entire in-service education program due to partial attendance.

(5) The registrant shall be provided a form to be completed at the in-service education program which includes the necessary information for recording in-service credits, and upon request if such request is made within seven calendar years of such in-service education program, including the number of continuing education credit hours recorded. In addition, the registrant shall be given specific instructions regarding the need to preserve the record and how to correct the record if attendance or credit hours has been recorded by the approved in-service education agency inaccurately.

(6) The above records shall be available for inspection by the superintendent of public instruction for a period of seven calendar years from the date of each in-service education program. The amendments to this section reducing the amount of recordkeeping by in-service providers shall apply retroactively to August 31, 1987.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-211 Annual approval procedures.** On an annual basis a list shall be submitted to the ~~((state board of education))~~ professional educator standards board 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))~~ professional educator standards board which no longer wish to serve as an approved in-service education agency.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-85-225 Appeal to ~~((state board of education))~~ professional educator standards board.** Any finding of noncompliance by the superintendent of public instruction pursuant to WAC ~~((180-85-220 [181-85-220]))~~ 181-85-220

may be appealed to the ~~((state board of education))~~ professional educator standards board for review. The filing of a notice of appeal shall cause a stay of any order by the superintendent of public instruction until the ~~((state board of education))~~ professional educator standards board makes an independent determination on the issue of substantial compliance. If the ~~((state board of education))~~ professional educator standards board concurs that the approved in-service education agency has failed to substantially comply with the applicable provisions of this chapter, the ~~((state board of education))~~ professional educator standards board shall prescribe the corrective action necessary to achieve substantial compliance. Such agency or department or section within such agency, whichever is applicable, upon receipt of notice of action by the ~~((state board of education))~~ professional educator standards board, shall be denied the authority to grant any continuing education credit hours for any subsequent in-service education program until the agency provides an assurance to the superintendent of public instruction that corrective action prescribed by the ~~((state board of education))~~ professional educator standards board will be implemented.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-003 Authority.** The authority for this chapter is RCW ~~((28A.70.005))~~ 28A.410.090 which authorizes the ~~((state board of education))~~ professional educator standards board to establish, publish, and enforce rules and regulations determining eligibility for certification of personnel employed in the common schools of this state. (Note: RCW 28A.02.201 (3)(a) requires most private school classroom teachers to hold appropriate Washington state certification with few exceptions.)

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-011 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 [181-77]))~~ 181-77 WAC shall hold certificates authorized by the ~~((state board of education))~~ professional educator standards board for service in the respective roles as required by statute or rules of the ~~((state board of education))~~ professional educator standards board.

Any certificate issued pursuant to chapter ~~((180-77 [181-77] or 180-79A [181-79A]))~~ 181-77 or 181-79A WAC or previous standards of the ~~((state board of education))~~ professional educator standards board 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 [181-79A-140]))~~ 181-79A-140 if such certification is required by statute or rules of the ~~((state board of education))~~ professional educator standards board, unless such certificate is under suspension or until such certificate expires, lapses, or is revoked or surrendered.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-013 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, suspended, surrendered, or revoked certificate in a professional position for which certification is required under the rules of the ~~((state board of education))~~ professional educator standards board.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-014 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))~~ professional educator standards board.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-070 Grounds for issuance of suspension order.** The superintendent of public instruction may issue a suspension order under one of the following conditions:

(1) The certificate holder has admitted the commission of an act of unprofessional conduct or lack of good moral character or personal fitness and has presented to the superintendent of public instruction an agreed order to not serve as an education practitioner for a stated period of time and the superintendent of public instruction has agreed that the interest of the state in protecting the health, safety, and general welfare of students, colleagues, and other affected persons is adequately served by a suspension. Such order may contain a requirement that the certificate holder fulfill certain conditions precedent to resuming professional practice and certain conditions subsequent to resuming practice.

(2) The certificate holder has committed an act of unprofessional conduct or lacks good moral character but the superintendent of public instruction has determined that a suspension as applied to the particular certificate holder will probably deter subsequent unprofessional or other conduct which evidences lack of good moral character or personal fitness by such certificate holder, and believes the interest of the state in protecting the health, safety, and general welfare of students, colleagues, and other affected persons is adequately served by a suspension. Such order may contain a requirement that the certificate holder fulfill certain conditions precedent to resuming professional practice and certain conditions subsequent to resuming practice.

(3) The certificate holder lacks personal fitness but the superintendent of public instruction has determined the deficiency is correctable through remedial action and believes the interest of the state in protecting the health, safety, and general welfare of students, colleagues, and other affected persons is adequately served by a suspension which states condition precedent to resuming professional practice and which also may state certain conditions subsequent to resuming practice.

(4) Provided, That suspension shall never be appropriate if the certificate holder has committed a felony crime under WAC ~~((180-86-013(1) [181-86-013(1)]))~~ 181-86-013(1).

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-075 Grounds for issuance of a revocation order.** The superintendent of public instruction may issue a revocation order under one of the following conditions:

(1) The superintendent of public instruction has determined that the certificate holder has committed a felony crime under WAC ~~((180-86-013(1) [181-86-013(1)]))~~ 181-86-013(1), which bars the certificate holder from any future practice as an education practitioner.

(2) The certificate holder has not committed a felony crime under WAC ~~((180-86-013(1) [181-86-013(1)]))~~ 181-86-013(1) but the superintendent of public instruction has determined the certificate holder has committed an act of unprofessional conduct or lacks good moral character or personal fitness and revocation is appropriate.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-095 Admissions and professional conduct advisory committee—Duties.** The duties of the admissions and professional conduct advisory committee are as follows:

(1) To advise the superintendent of public instruction and the ~~((state board of education))~~ professional educator standards board on matters related to good moral character, personal fitness, and unprofessional conduct regarding education practitioners.

(2) To review informal appeals conducted pursuant to WAC ~~((180-86-140 [181-86-140]))~~ 181-86-140 and provide recommendations to the review officer on the content of the written decision.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-100 Reprimand or certificate suspension or revocation—Initiation of proceedings.** The initiation of reprimand, suspension, or revocation proceedings by the superintendent of public instruction shall commence as a result of the following:

(1) Whenever the superintendent of public instruction or the designated administrative officer of the superintendent of public instruction having responsibility for certification becomes aware from whatever source that a certificate holder

has had a professional license revoked or suspended by a licensing agency, has voluntarily surrendered a license or has been arrested, charged, or convicted for any felony offense included within WAC ((~~180-86-013(1)~~ [~~181-86-013(1)~~]) 181-86-013(1), the superintendent of public instruction or the designated administrative officer shall cause an investigation.

(2) In all other cases, the initiation of investigative proceedings shall commence only upon receipt of a written complaint from a school district or educational service district superintendent or the chief administrative officer of an approved private school. Such written complaint shall state the grounds and summarize the factual basis upon which a determination has been made that an investigation by the superintendent of public instruction is warranted. The superintendent of public instruction shall provide the affected certificate holder with a copy of such written complaint and a copy of WAC ((~~180-86-180~~ [~~181-86-180~~]) 181-86-180.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-140 Appeal—General.** Any person who applies directly to the superintendent of public instruction for a certificate, particular endorsement, certificate renewal, or certificate reinstatement whose application is denied or any person who is notified that his or her certificate is suspended or revoked or that a reprimand order has been issued shall be advised that he or she is entitled to appeal that decision to the superintendent of public instruction if he or she follows the procedures established in this chapter: Provided, That the appeal procedure may not be used to seek reinstatement of a certificate if that certificate has been revoked in the preceding twelve months by the superintendent of public instruction.

The appeal procedure to the superintendent of public instruction consists of two levels, one informal and one formal. The use of the informal level is a condition precedent to use of the formal level. In addition, the provisions of WAC ((~~180-86-155~~ [~~181-86-155~~]) 181-86-155 provide an additional appeal to the ((~~state board of education~~)) professional educator standards board and RCW 34.05.570 provides for judicial review of such decisions.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-145 Appeal procedure—Informal SPI review.** Any person who appeals the decision or order to deny his or her application, the issuance of a reprimand, or the order to suspend or revoke his or her certificate must file a written notice with the superintendent of public instruction within thirty calendar days following the date of receipt from the section of the superintendent of public instruction's office responsible for certification of the decision or order.

The written notice must set forth the reasons why the appellant believes his or her application should have been granted or why his or her certificate should not be suspended or revoked, or why the reprimand should not be issued whichever is applicable.

Following timely notice of appeal, the superintendent of public instruction shall appoint a review officer who shall proceed as follows:

(1) If the appeal does not involve good moral character, personal fitness, or unprofessional conduct, the review officer shall review the application and appeal notice and may request further written information including, but not limited to, an explanation from the person or persons who initially reviewed the application of the reason(s) why the application was denied. If the review officer deems it advisable, he or she shall schedule an informal meeting with the appellant, the person or persons who denied the application, and any other interested party designated by the review officer to receive oral information concerning the application. Any such meeting must be held within thirty calendar days of the date of receipt by the superintendent of public instruction of the ((~~timely filed~~)) timely filed appeal notice.

(2) If the appeal involves good moral character, personal fitness, or acts of unprofessional conduct, the review officer shall schedule an informal meeting of the applicant or certificate holder and/or counsel for the applicant or certificate holder with the admissions and professional conduct advisory committee. Such meeting shall be scheduled in accordance with the calendar of meetings of the advisory committee: Provided, That notice of appeal must be received at least fifteen calendar days in advance of a scheduled meeting.

(3) Send by certified mail a written decision—i.e., findings of fact and conclusions of law—on the appeal within thirty calendar days from the date of receipt of the ((~~timely filed~~)) timely filed appeal notice or informal meeting, whichever is later. The review officer may uphold, reverse, or modify the decision to deny the application, the order to reprimand, or the order to suspend or revoke the certificate.

(4) The timelines stated herein may be extended by the review officer for cause.

(5) Provided, That in the case of an action for suspension or revocation of a certificate, the review officer, if so requested by an appellant, shall delay any review under this section until all quasi-judicial administrative or judicial proceedings (i.e., criminal and civil actions), which the review officer and the appellant agree are factually related to the suspension or revocation proceeding, are completed, including appeals, if the appellant signs the agreement stated in WAC ((~~180-86-160~~ [~~181-86-160~~]) 181-86-160. In requesting such delay, the appellant shall disclose fully all pending quasi-judicial administrative proceedings in which the appellant is involved.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-150 Appeal procedure—Formal SPI review process.** Formal appeals to the superintendent of public instruction shall be provided as follows:

(1) Any person who has filed an appeal in accordance with WAC ((~~180-86-140~~ [~~181-86-140~~]) 181-86-140 and desires to have the decision of the review officer formally reviewed by the superintendent of public instruction may do so. To instigate review under this section, a person must file a written notice with the superintendent of public instruction within thirty calendar days following the date of receipt of the review officer's written decision.

(2) For purposes of hearing an appeal under this section, the superintendent of public instruction shall conduct a formal administrative hearing in conformance with the Administrative Procedure Act, chapter 34.05 RCW. The superintendent of public instruction, in carrying out this duty, may contract with the office of administrative hearings pursuant to RCW 28A.03.500 to hear a particular appeal. Decisions in cases formally appealed pursuant to this section may be made by the administrative law judge selected by the chief administrative law judge if the superintendent of public instruction delegates this authority pursuant to RCW 28A.03.500.

(3) The decision of the superintendent of public instruction or the administrative law judge, whichever is applicable, shall be sent by certified mail to the appellant's last known address and if the decision is to reprimand, suspend, or revoke, the appellant shall be notified that such order takes effect upon signing of the final order and that no stay of reprimand, suspension, or revocation shall exist until the appellant files an appeal in a timely manner pursuant to WAC ~~((180-86-155 [181-86-155]))~~ 181-86-155.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-155 Appeal procedure to SBE.** Any person whose certificate has been suspended or revoked by the superintendent of public instruction in accordance with the procedures of this chapter may appeal that decision to the ~~((state board of education))~~ professional educator standards board by filing a notice of appeal with the superintendent of public instruction or the secretary of the ~~((state board of education))~~ professional educator standards board within thirty calendar days of the date of mailing the decision of the superintendent of public instruction. Review by the ~~((state board of education))~~ professional educator standards board shall be conducted as follows:

(1) Review shall be conducted by the ~~((state board of education))~~ professional educator standards board at its next scheduled meeting following notice of appeal unless either the appellant or the superintendent of public instruction requests an extension of the review to the following next scheduled meeting.

(2) Review conducted by the ~~((state board of education))~~ professional educator standards board shall be confined to the record, except that in cases of alleged irregularities in procedures before the superintendent of public instruction, not shown in the record, testimony thereon shall be taken before the ~~((state board of education))~~ professional educator standards board.

(3) The record shall include written briefs submitted.

(4) Oral argument will be permitted if fifteen days advance notice is given to the secretary of the ~~((state board of education))~~ professional educator standards board.

(5) The ~~((state board of education))~~ professional educator standards board will be assisted in its deliberations and its final order by an assistant attorney general who has not been involved in any prior proceeding related to the previous administrative order by the superintendent of public instruction.

(6) The ~~((state board of education))~~ professional educator standards board may affirm the decision of the superintendent of public instruction, remand the matter for further proceedings, modify the decision, or reverse the decision.

(7) If the decision of the ~~((state board of education))~~ professional educator standards board is to modify or reverse the decision of the superintendent of public instruction or to remand the matter for further proceedings, the ~~((state board of education))~~ professional educator standards board shall state its reasons in a written order.

(8) The final order of the ~~((state board of education))~~ professional educator standards board shall be by written order, attested by the secretary of the ~~((state board of education))~~ professional educator standards board, and sent to the appellant by certified mail within ten calendar days of the final decision by the ~~((state board of education))~~ professional educator standards board. In addition, persons aggrieved by a final order shall be advised of their right to judicial review pursuant to RCW 34.05.570.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-175 Emergency suspension of certificate.** Notwithstanding any other provision of this chapter, the superintendent of public instruction, pursuant to RCW 34.05.479, may emergency suspend a certificate if the superintendent of public instruction finds that the public health, safety, or welfare of students, colleagues, or the general public imperatively requires emergency action. In such cases, the holder of the certificate who is subjected to emergency suspension of his or her certificate shall have the right to commence an informal review of such action within forty-eight hours of filing a notice of appeal with the superintendent of public instruction or, if applicable, to sign an agreement pursuant to WAC ~~((180-86-180 [181-86-180]))~~ 181-86-180. If such an agreement is signed or, if not, unless the superintendent of public instruction sustains the emergency action within seven calendar days of the filing of the notice of appeal, the emergency suspension shall be void. The superintendent of public instruction, in carrying out this duty, may contract with the office of administrative hearings, pursuant to RCW 28A.03.050, to hear the appeal and sustain the emergency action.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-180 Voluntary surrender of certificates.** A holder of a certificate who has not received a final order for revocation of his or her certificate may voluntarily surrender his or her certificate to the superintendent of public instruction if the certificate holder believes that he or she is or might be ineligible to hold a certificate for any reason which is or might constitute grounds for revocation of the certificate other than conviction of a felony crime stated within WAC ~~((180-86-013(1) [181-86-013(1)]))~~ 181-86-013(1).

A certificate holder voluntarily surrendering a certificate shall provide the superintendent of public instruction the following affidavit:

"I, . . . . ., have reason to believe that I am or might be ineligible to hold a certificate(s) for reasons which do or might constitute grounds for revocation of the certificate(s). Accordingly, I hereby voluntarily surrender the following certificate(s):

- (1) . . . . . Cert. No. . . . .
- (2) . . . . . Cert. No. . . . .

I have not been to the best of my knowledge convicted of any felony crime listed within WAC ((180-86-013(1) [181-86-013(1)]) 181-86-013(1).

I agree, if I request reinstatement of the certificate(s) I have voluntarily surrendered, to provide the superintendent of public instruction with an affidavit describing in full the reasons for my voluntary surrender of the certificate(s) listed above. I further understand that the superintendent of public instruction will notify other states and public and private school officials within the state of Washington that I have voluntarily surrendered my certificate(s)."

Upon request for reinstatement of such certificate, the applicant must comply with chapter ((180-77 [181-77] or 180-79A [181-79A]) 181-77 or 181-79A WAC and, in addition, must disclose in full the reasons for the voluntary surrender of the certificate. In the event the surrendered certificate would have expired or lapsed but for the surrendering of the certificate, the applicant must meet all requirements for reinstating an expired or lapsed certificate.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-86-200 Annual report.** The superintendent of public instruction, annually, shall transmit to the ((state board of education)) professional educator standards board a factual report describing the administration of this chapter. The report shall include:

- (1) Number of the following actions:
  - (a) Voluntary surrenders of certificates.
  - (b) Reprimands, suspensions, and revocations.
  - (c) Cases investigated.
- (2) Brief descriptions of the cases investigated but written so as to protect the privacy rights of persons involved.
- (3) Any other information the superintendent of public instruction deems important to the public and the ((state board of education)) professional educator standards board.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-87-003 Authority.** The authority for this chapter is RCW ((28A.70.005)) 28A.410.090 which authorizes the ((state board of education)) professional educator standards board to establish, publish, and enforce rules and regulations determining eligibility for and certification of personnel employed in the common schools of this state. This authority is supplemented by RCW ((28A.70.160)) 28A.410.090 which authorizes the revocation of certificates for unprofessional conduct. (Note: RCW 28A.02.201 (3)(a) requires most private school classroom teachers to hold

appropriate Washington state certification with few exceptions.)

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-87-010 Public policy goals of chapter.** The public policy goals of this chapter are as follows:

- (1) To protect the health, safety, and general welfare of students within the state of Washington.
- (2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
- (3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter ((180-86 [181-86]) 181-86 WAC.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-87-015 Accountability for acts of unprofessional conduct.** Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter ((180-86 [181-86]) 181-86 WAC.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-87-035 Education practitioner—Definition.** As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the ((state board of education)) professional educator standards board to serve as a certificated employee.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-87-070 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)) professional educator standards board 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 [181-86-160]))~~ 181-86-160, 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 [181-86]))~~ 181-86 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.

AMENDATORY SECTION (Amending WSR 06-02-051, filed 12/29/05, effective 1/1/06)

**WAC 181-87-095 Failure to file a complaint.** The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC ~~((180-86-110 [181-86-110]))~~ 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.