

# TRANSFORMING EDUCATOR PREPARATION

Making sure that every child succeeds in college, career and life depends on having a highly effective teacher in every classroom. Washington, a member of the Network for Transforming Educator Preparation, is taking important steps to make sure new teachers have the knowledge and skills they need.



## RAISING THE BAR FOR TEACHERS

Washington has strengthened requirements to become a teacher:



- The state's two-tiered licensure system now grants a residency certificate to beginning teachers who complete an approved preparation program and pass content tests.
- Washington was one of the first states to pilot the edTPA performance assessment, which teacher candidates now must pass to complete their preparation program.
- **Candidates** must prepare a portfolio of their work in classrooms, including videos of their performance, that demonstrate they have the skills necessary to lead instruction.

## ASKING MORE OF PREPARATION PROGRAMS

The state is shifting its reviews from relying on evaluators' judgment to looking at key outcome measures:

- Washington will produce an array of indicators to hold programs accountable for how well they prepare teachers and to encourage necessary changes.



- Indicators will measure factors such as selectivity of programs, graduates' knowledge and skills, based on content exams and edTPA, and the performance and retention rates of new teachers.

## USING DATA TO MEASURE SUCCESS

Washington will use data to decide if and how it should intervene in programs where problems persist:

- The primary purpose of the system is to encourage programs to look at their data and make adjustments outside of a formal state review.
- The Professional Educator Standards Board held a data summit to help programs understand the indicators and how to use them to improve programs.
- Under the new system, the state could intervene more aggressively and ultimately decline accreditation.



*“Our educator preparation programs are essential in our effort to improve the quality of teaching for all students. The programs must receive information on how they are doing so that they can be successful. Our effort to provide this information shows our continued commitment to making sure all teachers have the support they need to improve academic outcomes across the state.”*

– Randy Dorn, Superintendent of Public Instruction