

New Member Handbook

Serving on a Professional Education Advisory Board
(PEAB) in the State of Washington



Revised 2024

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This document is available online at

<https://www.pesb.wa.gov/preparation-programs/standards/program-standards/peab/>



Table of Contents

Table of Contents	2
Professional Education Advisory Board	3
Mission:	3
Purpose:	3
PEAB responsibilities:	3
Qualifications for membership on a PEAB	4
PESB educator preparation program standards	5
Program standards for educator preparation programs:	5
Evidence to consider when reviewing program standards	9
Program review	11
Support for PEAB members: forms and procedures	13
Substitute reimbursement	13
Responsibility of teacher requiring a substitute:	14
At each PEAB meeting: Form SPI 720	14
After each PEAB meeting: Form SPI 720	14
Mileage and other allowed expenses	14



Professional Education Advisory Board

Legislative authority for PEAB mission and function is codified in [WAC 181-78A](#). This handbook provides a summary of the code. You can read the entire code at <http://www.leg.wa.gov/lawsandagencyrules/>.

Mission:

To play a critical role in educator preparation programs' growth and improvement efforts and alignment with state requirements, ultimately ensuring that educator candidates have quality preparation options and that school districts have an active line of communication with preparation programs. Through PEAB work, preparation programs maintain a direct connection to the schools and communities they serve, a key component in preparing educators who demonstrate a positive impact on student learning.

Purpose:

Per [WAC 181-78A-205](#), the purpose of the PEAB is to participate in and cooperate with the institution on decisions related to the development, implementation, and revision of each program in alignment with WA state standards and requirements.

PEAB responsibilities:

- Adopt **operating procedures**.
- **Meet** at least three times over the course of the year. A quorum of voting members must be present at each meeting.
- **Review** all [PESB program standards](#) at least once every five years.
- **Annually review and analyze data** to determine whether candidates have a positive impact on student learning and to provide the institution with recommendations for programmatic change. This data may include, but not be limited to: student surveys, follow-up studies, employment placement records, student performance portfolios, course evaluations, and



summaries of performance on the pedagogy assessment for teacher candidates.

- **Make recommendations for changes** to the preparation program, which must in turn consider and respond to the recommendations in writing in a timely fashion.

Qualifications for membership on a PEAB

- Per [WAC 181-78A-207](#), at least half of the voting members of a PEAB must be from the specified roles (teacher, administrator, educational staff associate, etc.)
- PEABs may authorize the appointment of additional members, so long as the above requirement is met.



PESB educator preparation program standards



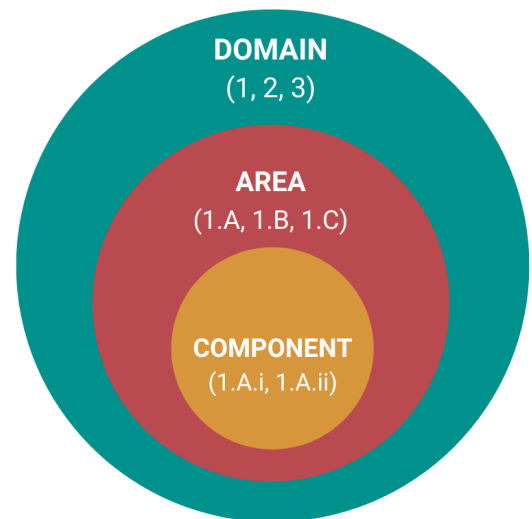
Program standards for educator preparation programs:

Preparation program approval standards are established in [WAC 181-78A-220](#). The domains of practice and program components identify program features and activities required for initial and ongoing program approval. The standards are broken into three grain sizes:

- Domain level | Domain **1**, Domain **2**, Domain **3**, etc.
- Area level | **1.A**, **1.B**, **1.C**, etc.
- Component level | **1.A.i**, **1.A.ii**, etc.

During program approval and review, programs are assessed and evaluated at the Domain Area level (ex. 1.A, 1.B, 3.A, 3.B, etc.). The Component level (ex. 1.A.i, 1.A.ii, etc.) provides a more comprehensive illustration of the standards' requirements, but is not included in the evaluation criteria. To view the full program standards, including components, [visit our website](#).

General domain outcome expectations for teacher, principal, career and technical education administrator, career and technical education business and industry route, superintendent, program administrator, school counselor*, and school psychologist* preparation programs are as follows:





1. CANDIDATES AND COHORTS

Providers of educator preparation programs recruit, select, and prepare diverse cohorts of candidates with potential to be outstanding educators.

- A. Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition promising educator candidates.
- B. Providers of preparation programs use strategies to recruit and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in an effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington state public schools.
- C. Providers set, publish, and uphold admission standards to ensure that candidates and cohorts are academically capable and prepared to succeed in educator preparation programs.

2. KNOWLEDGE, SKILLS AND CULTURAL RESPONSIVENESS.

Providers prepare candidates who demonstrate the knowledge, skills, and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's approved standards.

- A. Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.
- B. Providers ensure that completers demonstrate the necessary subject matter knowledge for success as educators in schools.
- C. Providers ensure that candidates demonstrate pedagogical knowledge and skill relative to the professional standards adopted by the board for the role for which candidates are being prepared.
- D. Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators.
- E. Providers ensure that teacher candidates engage with the Since Time Immemorial curriculum focused on history, culture, and government of American Indian peoples as prescribed in RCW **28B.10.710** and WAC **181-78A-232**.

3. NOVICE PRACTITIONERS.

Providers prepare candidates who are role ready.

- A. Providers prepare candidates who are ready to engage effectively in their role and context upon completion of educator preparation programs.
- B. Providers prepare candidates to develop reflective, collaborative, and professional growth-centered practices through regular evaluation of the effects



- of their teaching through feedback and reflection.
- C. Providers prepare candidates for their role in directing, supervising, and evaluating paraeducators.
- D. Providers require candidates to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements.

4. STATE AND LOCAL WORKFORCE NEEDS.

Providers contribute positively to state and local educator workforce needs.

- A. Providers partner with local schools to assess and respond to educator workforce, student learning, and educator professional learning needs.
- B. Providers use preparation program and workforce data in cooperation with professional educator advisory boards to assess and respond to local and state workforce needs.
- C. Providers of teacher educator preparation programs prepare and recommend increasing numbers of candidates in endorsement areas identified by the professional educator standards board workforce priorities.

5. DATA SYSTEMS.

Providers maintain data systems that are sufficient to direct program decision making, inform state-level priorities, and report to the professional educator standards board.

- A. Providers develop and maintain effective data systems that are sufficient for program growth, evaluation, and mandated reporting.
- B. Providers utilize secure data practices for storing, monitoring, reporting, and using data for program improvement.
- C. Providers produce and utilize data reports in accordance with data and reporting guidance published by the professional educator standards board.

6. FIELD EXPERIENCE AND CLINICAL PRACTICE.

Providers offer field-based learning experiences and formalized clinical practice experiences for candidates to develop and demonstrate the knowledge and skills needed for their role.

- A. Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC **181-78A-125**.
- B. Providers ensure that candidates integrate knowledge and skills developed



through field experiences with the content of programs' course work.

- C. Providers offer field experiences that are in accordance with chapter **181-78A** WAC and the board approved candidate assessment requirements.
- D. Providers ensure that candidates participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density.

7. PROGRAM RESOURCES AND GOVERNANCE.

Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

- A. Providers ensure that programs utilize a separate administrative unit responsible for the composition and organization of the preparation program.
- B. Providers ensure the program has adequate personnel to promote teaching and learning.
- C. Providers ensure the program has adequate facilities and resources to promote teaching and learning.

*School psychologist and school counselor preparation programs are required to maintain both PESB approval and national accreditation. To see required PESB program standards for these program types, see WAC 181-78A-225(2) and (3).



Evidence to consider when reviewing program standards

Preparation programs leaders will present data and other artifacts to the PEAB. Members are tasked with **reviewing** this evidence within the scope of the PESB program standards, **evaluating** the program's performance, and providing **actionable feedback** for program growth and improvement. Programs must record and respond to the feedback on a continual basis, reporting outcomes to the PEAB and requesting iterative feedback.



The following is a list of possible observable indicators PEAB members may expect to see when reviewing the program's performance and compliance with PESB standards. This list is not comprehensive but may add depth to your understanding of the expectations of the standards. Evidence types may include data, narrative descriptions of processes and systems, and/or artifacts.

Domain 1 Candidates and cohorts

Examples of evidence:

- Outreach and recruitment plan, strategies, materials, etc.
- List of partnerships
- Demographics, enrollment, and assessment data and trends
- Survey data from partner district/ESD leaders
- Application evaluation processes
- Candidate support resources/processes (including assessment supports)

Domain 2 Knowledge, skills, and cultural responsiveness

Examples of evidence:

- Course, faculty, candidate, field experience, and overall program evaluations
- Course outlines, syllabi, assessments, performance tasks, etc.
- Program crosswalks and standards alignment (SEL, role standards, STI, etc.)
- Faculty, mentor, and field supervisor training materials
- Descriptions of learning supports
- Descriptions of curriculum revision processes
- Collaboration with local Tribes
- Coursework and fieldwork exemplars



Domain 3
Novice
practitioners

Examples of evidence:

- Data from completer and one-year survey, exit interviews, and assets/deficiencies
- Case studies on role readiness
- Artifacts and descriptions of mentor support practices
- Licensure support/guidance
- Professional growth plan (PGP) instruction, examples, and analyses
- Alignment among field experience, coursework, role standards, and PGPs

Domain 4
State and local
workforce needs

Examples of evidence:

- Partnership information, outreach efforts, and surveys of district leaders
- Data on and analyses of workforce shortage, certification, hiring, persistence, etc.
- Narrative descriptions of data gathering and analyzing procedures

Domain 5
Data systems

Examples of evidence:

- Record of annual data collection and submission
- Description of data collection and analysis systems/procedures, including how collection and analysis leads to program changes
- Data governance and security practices

Domain 6
Field experience
and clinical
practice

Examples of evidence:

- Candidate placement procedures and record-keeping
- Residency manuals, training, and policies (including candidate, mentor, supervisor, etc.)
- Partnership information, including surveys and evaluations
- Course sequence and program arc showing alignment of coursework and fieldwork
- Admissions data

Domain 7
Program
resources and
governance

Examples of evidence:

- Budget and descriptions of decision-making and governance, including adequacy of facilities, resources, and personnel ratios
- Organizational chart, workload, roles and responsibilities descriptions, and qualifications of program faculty and staff



Program review



All educator preparation programs undergo both data-driven and site-visit based reviews by the Professional Educator Standards Board on a regular basis. New programs are granted initial limited approval and undergo an initial review before expiration of limited approval.

Once granted full approval, programs continue to go through annual data-driven reviews and undergo a site visit review every four to six years. Site visit reviews involve an external review team comprised of a P-12 educator, a member of the program's PEAB, representatives from peer institutions and, in some reviews, members who are experts in cultural responsiveness and social-emotional learning. Review teams evaluate evidence supplied by the program, and interview representatives of the program including administration, faculty, current candidates, PEAB members, alumni, and others.

In addition to playing a vital role in program development and improvement, the PEAB also acts as an informal "review team", helping programs maintain compliance with state requirements. The continuous feedback cycle between preparation programs and their PEABs ensures they maintain high expectations of program performance, helps the programs practice and prepare for program reviews, and demonstrates programs' commitment to ongoing improvement.

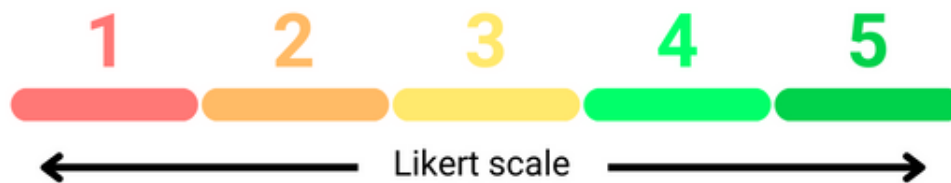
In an effort to determine the level of satisfaction with data presented to PEAB members at meetings, the following survey question is to be used at the end of each PEAB meeting.



The PEAB is welcome to add any relevant questions to this survey, but the survey will include the question below. This survey will take place at the end of each meeting.

“Were you satisfied with the amount of actionable data (relevant, timely, and important) that was provided by the program at this meeting?”

A Likert scale of 1 - 5 is used for the rating (1 = Very Dissatisfied, and 5 = Very Satisfied). Satisfaction scores are tabulated and averaged by the PEAB Administrator after each meeting and entered into the data structure.



This is an indicator for PEAB Administrators, PEAB members, and PESB staff and Board members to gauge the type of actionable data presented at each meeting. PEAB members are encouraged to provide satisfaction scores accurately to reflect the quality of data presented by the program. **Is the data and information presented useful to PEAB members to guide their decisions for program improvement?**

PEAB recommendations should be informed by data. Data-driven decisions provide the momentum for program improvement and change, with the goal of candidate success in the program and as a practicing professional. Programs are responsible for responding to PEAB recommendations in some manner. Recommendations should be formal, in writing, and recorded in PEAB minutes. Programs provide empirical evidence or a plan to collect empirical evidence in response to PEAB formal recommendations.



Support for PEAB members: forms and procedures



Half of the voting members of any PEAB must be working professionals in that program's target position and any member can hold office on the PEAB. Each PEAB must, however, have a PEAB administrator who is an employee of the program's institution. This administrator is responsible for managing and distributing the funds made available to each PEAB under the law. It is this administrator who is responsible for the paperwork and to whom members should go when they need reimbursement.

Support comes in two forms: there is substitute reimbursement and there is support for mileage, meals, and other allowed expenses. To determine allowed expenses, you should ask your PEAB administrator or look at the administrator handbook on the PESB website. PESB is the agency that approves the funds to your district (for substitute reimbursement) and to your PEAB program institution (for reimbursement of members' mileage and other allowed expenses).

Substitute reimbursement

The PEAB administrator is responsible for completing and filing Form SPI 605A. This notifies PESB of the meeting dates and who may be attending and permits your district to make a claim. After a meeting, your appropriate district personnel should complete and submit Form SPI 720 to obtain reimbursement for your substitute, should you require one.

Copies of these forms are on the [PESB PEAB webpage](#).

Responsibility of teacher requiring a substitute:



At each PEAB meeting: Form SPI 720

- Receive current substitute teacher reimbursement invoice voucher (Form SPI 720) prepared by the PEAB Administrator. If the current form is not received, contact the PEAB Administrator.

After each PEAB meeting: Form SPI 720

- Submit current substitute teacher reimbursement invoice voucher (Form SPI 720) provided by the PEAB Administrator to the school district business office in a timely manner. Current forms must be submitted to the school district. If a current form is not received, contact the PEAB Administrator.

Mileage and other allowed expenses

The PEAB administrator will explain how you access the funds given to each program for the purpose of supporting the PEAB. This usually involves filling out the standard paperwork that the program institution requires of its own staff and faculty. It can take some time to process these forms, so it is a good plan to ask for copies of the forms at your first meeting and fill them out on the spot. Many PEAB administrators prefer to handle the forms directly so they can track progress. Mileage is based on the current IRS per diem rate.