





Teri Gardner 8-30-24  
Teri Gardner 9-6-24

**APPRENTICESHIP PROGRAM STANDARDS  
adopted by**

**WASHINGTON EDUCATION ASSOCIATION APPRENTICESHIP RESIDENCY IN  
TEACHING (WEA ART)**

(sponsor name)

Occupational Objective(s):

SOC#

Term [WAC 296-05-015]

**K-12 SPECIAL EDUCATION TEACHER**

**25-2056.00**

**2000 &  
COMPETENCY**



**APPROVED BY**  
**Washington State Apprenticeship and Training Council**  
**REGISTERED WITH**  
**Apprenticeship Section of Fraud Prevention and Labor Standards**  
Washington State Department Labor and Industries  
Post Office Box 44530  
Olympia, Washington 98504-4530

**APPROVAL:**

\_\_\_\_\_  
Provisional Registration

\_\_\_\_\_  
Standards Last Amended

\_\_\_\_\_  
Permanent Registration

By: \_\_\_\_\_  
Chair of Council

By: \_\_\_\_\_  
Secretary of Council

## (Washington Education Association Apprenticeship Residency in Teaching)

### INTRODUCTION

This document is an apprenticeship program standard. Apprenticeship program standards govern how an apprenticeship works and have specific requirements. This document will explain the requirements.

The director of the Department of Labor and Industries (L&I) appoints the Washington State Apprenticeship and Training Council (WSATC) to regulate apprenticeship program standards. The director appoints and deputizes an assistant director to be known as the supervisor of apprenticeship who oversees administrative functions through the apprenticeship section at the department.

The WSATC is the sole regulatory body for apprenticeship standards in Washington. It approves, administers, and enforces apprenticeship standards, and recognizes apprentices when either registered with L&I's apprenticeship section, or under the terms and conditions of a reciprocal agreement. WSATC also must approve any changes to apprenticeship program standards.

Apprenticeship programs have sponsors. A sponsor operates an apprenticeship program and declares their purpose and policy herein to establish an organized system of registered apprenticeship education and training. The sponsor recognizes WSATC authority to regulate and will submit a revision request to the WSATC when making changes to an apprenticeship program standard.

Apprenticeships are governed by federal law (29 U.S.C 50), federal regulations (29 CFR Part 29 & 30), state law (49.04 RCW) and administrative rules (WAC 296-05). These standards conform to all of the above and are read together with federal and state laws and rules

Standards are changed with WSATC approval. Changes are binding on apprentices, sponsors, training agents, and anyone else working under an agreement governed by the standards. Sponsors may have to maintain additional information as supplemental to these standards. When a standard is changed, sponsors are required to notify apprentices and training agents. If changes in federal or state law make any part of these standards illegal, the remaining parts are still valid and remain in force. Only the part made illegal by changes in law is invalid. L&I and the WSATC may cooperate to make corrections to the standards if necessary to administer the standards.

Sections of these standards identified as bold “**Insert Text**” fields are specific to the individual program standards and may be modified by a sponsor submitting a revised standard for approval by the WSATC. All other sections of these standards are boilerplate and may only be modified by the WSATC. See WAC 296-05-003 for the definitions necessary for use with these standards.

Sponsor Introductory Statement (Required):

**The Washington Education Association (WEA) is a union that elevates the collective voice of professional public-school educators to best serve the students of Washington state.**

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**WEA advocates for excellence, inclusion and a racially equitable public school system for all students, staff, and communities, to provide outstanding public schools for every student in Washington state.**

**The Washington Education Association Apprenticeship Residency in Teaching (WEA ART) Program envisions increased visible representation of teachers who mirror Washington State’s diverse learners and communities, who are highly qualified and reflective, “classroom ready” educators that can prepare and deliver effective education programs and inclusionary educational opportunities for all students in the State of Washington. The vision is for program staff and residents to experience the kind of rigor and joy that results in creating passionate, vibrant educators who celebrate students every day.**

**The WEA ART Program provides individualized pathways to certification, preparing educators, who are a reflection of Washington’s diverse learners and communities, to serve and advocate for students while disrupting and dismantling institutional systems that cause harm to students and teachers; ensuring educator credence and excellence through application-based learning that centers inclusive, equitable practices, and prioritizes student/family centered asset-based approaches that culminate in student success.**

**I. GEOGRAPHIC AREA COVERED:**

The sponsor must train inside the area covered by these standards. If the sponsor wants to train outside the area covered by these standards, the sponsor must enter a portability agreement with a sponsor outside the area and provide evidence of such an agreement for compliance purposes. Portability agreements permit training agents to use apprentices outside the area covered by the standards. Portability agreements are governed by WAC 296-05-009.

**State of Washington**

**II. MINIMUM QUALIFICATIONS:**

Minimum qualifications must be clearly stated and applied in a nondiscriminatory manner [WAC 296-05-015(17)].

**Age: Must be at least 18 years of age.**

**Education: Must have a bachelor’s degree or higher from an accredited higher education institution.**

**Physical: Must be able to perform the work of a K-12 Special Education Teacher with or without reasonable accommodation.**

**Apprentices are expected to carry out the necessary responsibilities which may include but are not limited to:**

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- Provide students with medical or health services such as catheterization, diapering, toileting, feeding, tube feeding, and assisting students with other activities involving self-care;
- Intervene in situations of imminent likelihood of serious harm using training agent approved de-escalation strategies and restraint (apprentices will attend training);
- Physical responsibilities including reach, bend, stoop, squat, kneel, handle/grasp, talk, stand, walk, sit, climb stairs, lift and reach overhead, twist torso and neck, and fine motor manipulation; and/or
- Lift/carry a maximum of 50 pounds.

Testing: **Must have completed a basic skills assessment approved by Professional Educator Standards Board (PESB). Please see the Washington Education Association (WEA) Frequently Asked Questions (FAQ) for a full list of approved testing options at <https://washingtonea.org/events-training/residency/faqs>**

Other: **None**

**III. CONDUCT OF PROGRAM UNDER WASHINGTON EQUAL EMPLOYMENT OPPORTUNITY PLAN:**

Sponsors with five (5) or more apprentices must adopt an Equal Employment Opportunity (EEO) Plan and Selection Procedure (chapter 296-05 WAC and 29 CFR Part 30).

The recruitment, selection, employment and training of apprentices during their apprenticeship shall be without discrimination because of race, sex (including pregnancy and gender identity), sexual orientation, color, religion, national origin, age, genetic information, disability or as otherwise specified by law. The sponsor shall take positive action to provide equal opportunity in apprenticeship and will operate the apprenticeship program as required by the rules of the Washington State Apprenticeship and Training Council and Title 29, Part 30 of the Code of Federal Regulations.

A. Selection Procedures:

**Applicants must meet the requirements for an Educator Preparation Program as regulated by the Professional Educator Standards Board (PESB). Applicants must also meet minimum requirements that may be listed in paraeducator job postings in the applicant's training agency. WEA ART works closely with applicants to provide support navigating application requirements. This includes answering questions about the application process, covering the cost of required Basic Skills testing, financial support for transcript conversion for apprentices who have earned their degree outside of the United States, and other supports for successful application completion.**

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- 1. WEA ART has adopted the selection procedure outlined in WAC 296-05-417(1)(d) “alternate Selection procedure”. Persons desiring to become a registered apprentice under WEA ART must submit an application that meets the requirements for an educator preparation program, as defined by the Professional Educators Standards Board.**

**Applications may be accessed and submitted on the WEA website at:  
<https://www.washingtonea.org/events-training/residency/application-program-requirements/>**

- 2. Applicants will designate regional and/or school district preferences on the application. This will allow WEA ART to continue the current practice of matching applicants with an existing relationship with the training agent employers and familiarity with the community in which the applicant will be assigned as an apprentice.**
- 3. WEA ART will utilize a scoring system to rank applicants and provide a list of highest qualified applicants to training agents. A cumulative score will be calculated based on a screening of the individual’s application, WEA ART interview, and basic skills test scores.**
- 4. Final interviews will be conducted by the training agent in accordance with their collective bargaining agreements and hiring practices in partnership with the local certificated bargaining unit.**
- 5. Applicants selected for apprenticeship positions by an Approved Training Agent, and who provide verification of the minimum qualifications will be informed of their rights and responsibilities, under the standards of apprenticeship established for the occupation, and then required to sign an apprenticeship agreement, a candidate agreement form, a voluntary disability disclosure, Consent to Release Student Record Information form, and optional media release.**

**B. Equal Employment Opportunity Plan:**

**WEA ART recruitment process will emphasize the program’s goal to diversify the teacher workforce and prepare educators who will be equity focused, student centered, and advocates for all students, particularly students with disabilities, and for their families and communities.**

**WEA ART’s is committed to periodically auditing equal employment opportunity programs to see if goals are being met.**

- 1. Program information will be provided to the WSATC, the training agent partners, local and state K-12 professional organizations, employment service**

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**offices, outreach programs and community organizations that effectively reach diverse populations.**

- 2. Deliver presentations designed to familiarize diverse populations, and other interested persons with apprenticeship opportunities within the WEA ART program.**
- 3. Promote WEA ART through the distribution of program literature and on WEA ART partner websites.**
- 4. Co-host in-person and/or virtual Open Houses with Training Agents in partnership with local certificated bargaining units for prospective apprentices. WEA ART will ensure that existing district employees, parents in the community, and community-based organizations affiliated with the Training Agent are targeted for information dissemination. These open houses will feature current apprentices and journey-level workers as recruiters that reflect the diversity of the program.**

**C. Discrimination Complaints:**

Any apprentice or applicant for apprenticeship who believes they have been discriminated against may file a complaint with the supervisor of apprenticeship (WAC 296-05-443).

**IV. TERM OF APPRENTICESHIP:**

The term of apprenticeship for an individual apprentice may be measured through the completion of the industry standard for on-the-job learning (at least two thousand hours) (time-based approach), the attainment of competency (competency-based approach), or a blend of the time-based and competency-based approaches (hybrid approach) [WAC 296-05-015].

**2000 hours of On-The-Job training and demonstrated InTASC & Special Education Competencies.**

**V. INITIAL PROBATIONARY PERIOD:**

An initial probationary period applies to all apprentices, unless the apprentice has transferred from another program. During an initial probationary period, an apprentice can be discharged without appeal rights. An initial probationary period is stated in hours or competency steps of employment. The initial probationary period is not reduced by advanced credit or standing. During an initial probationary period, apprentices receive full credit for hours and competency steps toward completion of their apprenticeship. Transferred apprentices are not subject to additional initial probationary periods [WAC 296-05-003].

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The initial probationary period is [WAC 296-05-015(22)]:

- A. The period following the apprentice's registration into the program. An initial probationary period must not be longer than twenty percent of the term of the entire apprenticeship, or longer than a year from the date the apprenticeship is registered. The WSATC can grant exemptions for longer initial probationary periods if required by law.
- B. The period in which the WSATC or the supervisor of apprenticeship may terminate an apprenticeship agreement at the written request by any affected party. The sponsor or the apprentice may terminate the agreement without a hearing or stated cause. An appeal process is not available to apprentices in their initial probationary period.

**The initial probationary period for all occupations covered by these standards shall be 400 hours.**

**VI. RATIO OF APPRENTICES TO JOURNEY LEVEL WORKERS**

Supervision is the necessary education, assistance, and control provided by a journey-level employee on the same job site at least seventy-five percent of each working day, unless otherwise approved by the WSATC. Sponsors ensure apprentices are supervised by competent, qualified journey-level employees. Journey level-employees are responsible for the work apprentices perform, in order to promote the safety, health, and education of the apprentice.

- A. The journey-level employee must be of the same apprenticeable occupation as the apprentice they are supervising unless otherwise allowed by the Revised Code of Washington (RCW) or the Washington Administrative Code (WAC) and approved by the WSATC.
- B. The numeric ratio of apprentices to journey-level employees may not exceed one apprentice per journey-level worker [WAC 296-05-015(5)].
- C. Apprentices will work the same hours as journey-level workers, except when such hours may interfere with related/supplemental instruction.
- D. Any variance to the rules and/or policies stated in this section must be approved by the WSATC.
- E. The ratio must be described in a specific and clear manner, as to the application in terms of job site, work group, department or plant:

**The Ratio of Apprentices to Journey Level Worker(s) shall be 1:1 per school building.**



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**VII. APPRENTICE WAGES AND WAGE PROGRESSION:**

- A. Apprentices must be paid at least Washington’s minimum wage, unless a local ordinance or a collective bargaining agreement require a higher wage. Apprentices must be paid according to a progressively increasing wage scale. The wage scale for apprentices is based on the specified journey-level wage for their occupation. Wage increases are based on hours worked or competencies attained. The sponsor determines wage increases. Sponsors must submit the journey-level wage at least annually or whenever changed to the department as an addendum to these standards. Journey-level wage reports may be submitted on a form provided by the department. Apprentices and others should contact the sponsor or the Department for the most recent Journey-level wage rate.
- B. Sponsors can grant advanced standing, and grant a wage increase, when apprentices demonstrate abilities and mastery of their occupation. When advanced standing is granted, the sponsor notifies the employer/training agent of the wage increase the apprenticeship program standard requires.
- C. Wage Progression Schedules FOR **K-12 Special Education Teacher**

Step	Hour Range or competency step	Percentage of journey-level wage rate
<b>1</b>	<b>540 Hours</b>	<b>32%</b>
<b>2</b>	<b>1460 Hours</b>	<b>62%</b>

**VIII. WORK PROCESSES:**

The apprentice shall receive on the job instruction and work experience as is necessary to become a qualified journey-level worker versed in the theory and practice of the occupation covered by these standards. The following is a condensed schedule of work experience, which every apprentice shall follow as closely as conditions will permit. The following work process descriptions pertain to the occupation being defined.

**A. K-12 Special Education Teacher Approximate Hours**

**1. 18- Week Paraeducator Field Experience .....540**

- a. **Apprentice must perform the duties of an instructional paraeducator as defined by PESB in the Paraeducator Standards of Practice found on the Paraeducator Program Components; Paraeducator Standards of Practice page of their website at: <https://www.pesb.wa.gov/paraeducator-certificate-program/certificate-options/>**
- b. **Use the least intrusive behavior management strategy in crisis prevention and de-escalation of aggressive behavior.**



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**5. Perform other duties as assigned .....210**

**Total Hours: 2000**

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**IX. RELATED/SUPPLEMENTAL INSTRUCTION:**

The apprentice must attend related/supplemental instruction (RSI). Time spent in RSI shall not be considered as hours of work and the apprentice is not required to be paid.

RSI must be provided in safe and healthy conditions as required by the Washington Industrial Safety and Health Act and applicable federal and state regulations.

Hours spent in RSI are reported to L&I each quarter. Reports must show which hours are unpaid and supervised by a competent instructor versus all other hours (paid and/or unsupervised) for industrial insurance purposes.

For purposes of coverage under the Industrial Insurance Act, the WSATC is an employer and the apprentice is an employee when an unpaid, supervised apprentice is injured while under the direction of a competent instructor and participating in RSI activities.

If apprentices do not attend the required RSI, they may be subject to disciplinary action by the sponsor.

A. The methods of related/supplemental training must be indicated below (check those that apply):

Supervised field trips

Sponsor approved training seminars (specify)

Sponsor approved online or distance learning courses (**WEA**)

State Community/Technical college

Private Technical/Vocational college

Sponsor Provided (lab/classroom)

Other (specify):

B. **(465)** Minimum RSI hours per year defined per the following [see WAC 296-05-015(6)]:

Twelve-month period from date of registration.\*

Defined twelve-month school year: **Insert Month** through **Insert Month**.

Two-thousand hours of on-the-job training.

*\*If no selection is indicated above, the WSATC will define RSI hours per twelve-month period from date of registration.*

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C. Additional Information:

None

**X. ADMINISTRATIVE/DISCIPLINARY PROCEDURES:**

A. Administrative Procedures:

The sponsor may include in this section a summary and explanation of administrative actions performed at the request or on behalf of the apprentice. Such actions may include but are not limited to:

1. Voluntary Suspension: A temporary interruption in progress of an individual's apprenticeship agreement at the request of the apprentice and granted by the sponsor. The program sponsor shall review apprentices in suspended status at least once each year to determine if the suspension is still appropriate.
2. Advanced Standing or Credit: The sponsor may provide for advanced standing or credit for demonstrated competency, acquired experience, training or education in or related to the occupation. All sponsors need to ensure a fair and equitable process is applied to all apprentices seeking advanced standing or credit per WAC 296-05-015(11).
3. Sponsor Procedures:
  - a. **To successfully complete the WEA ART program apprentices must meet the following criteria and standards of practice:**
    - 1) **Successfully meet all standards required through completing RSI coursework and OJT field experience at the proficient level.**
    - 2) **Pass the Washington state content knowledge assessment specific to the endorsement or; attempt the Washington state content knowledge assessment specific to the endorsement at least once and receive a case-by-case exception from the case-by-case exception committee designated by WEA ART.**
    - 3) **Have received their Residency Teacher Certificate from the Office of the Superintendent of Public Instruction (OSPI) after program completion and program recommendation for certification. The WEA JATC will verify with OSPI that apprentices have received their Residency Teacher Certificate prior to completing them.**
    - 4) **Social, Emotional, Behavioral and Cultural Competency Diversity, Equity, and Inclusion (CCDEI):**
      - i. **Positive relationships with students, teachers encourage students to self-advocate, with the goal of fostering self-determination over time**

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- ii. Actively bring multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms**
- iii. Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners hold**
- iv. Provide positive and constructive feedback to guide students' learning and behavior**
- v. Manage student behavior and social interaction skills during classroom instruction**
- b. Program apprentices are responsible for program tuition.**
- c. Apprentices are responsible to abide by all policies and procedures contained in the WEA ART handbook.**

**B. Disciplinary Procedures**

1. The obligations of the sponsor when taking disciplinary action are as follows:
  - a. The sponsor shall be responsible for enacting reasonable policies and procedures and applying them consistently. The sponsor will inform all apprentices of their rights and responsibilities per these standards.
  - b. The sponsor shall notify the apprentice of intent to take disciplinary action and reasons therefore 20 calendar days prior to taking such action. The reason(s) supporting the sponsor's proposed action(s) must be sent in writing to the apprentice.
  - c. The sponsor must clearly identify the potential outcomes of disciplinary action, which may include but are not limited to discipline, suspension or cancellation of the apprenticeship agreement.
  - d. The decision/action of the sponsor will become effective immediately.
2. The sponsor may include in this section requirements and expectations of the apprentices and an explanation of disciplinary actions imposed for noncompliance. The sponsor has the following disciplinary procedures to adopt:
  - a. Disciplinary Probation: A time assessed when the apprentice's progress is not satisfactory. During this time the sponsor may withhold periodic wage advancements, suspend or cancel the apprenticeship agreement, or take further

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disciplinary action. A disciplinary probation may only be assessed after the initial probation is complete.

- b. Disciplinary Suspension: A temporary interruption in the progress of an individual's apprenticeship agreement. Conditions will include not being allowed to participate in On-the-Job Training (OJT), go to Related Supplemental Instruction (RSI) classes or take part in any activity related to the Apprenticeship Program until such time as the sponsor takes further action. The program sponsor shall review apprentices in such status at least once each year.
  - c. Cancellation: Refers to the termination of an apprenticeship agreement at the request of the apprentice, supervisor, or sponsor. [WAC 296-05-003].
3. Sponsor Disciplinary Procedures:
- a. **Failure to obtain a Residency Teacher Certificate from OSPI may result in disciplinary action, up to and including cancellation from the WEA ART Program.**

### C. Apprentice Complaint Procedures:

1. The apprentice must complete his/her initial probationary period in order to be eligible to file a complaint (WAC 296-05-105).
2. Complaints involving matters covered by a collective bargaining agreement are not subject to the complaint procedures in this section.
3. Complaints regarding non-disciplinary matters must be filed with the program sponsor within 30 calendar days from the date of the last occurrence. Complaints must be in writing.
4. If the apprentice disagrees with the resolution of the complaint or wishes to contest the outcome of a disciplinary action by the program sponsor, the apprentice must file a written request for reconsideration with the program sponsor within 30 calendar days from the date the apprentice received written notice of action by the program sponsor.
5. The program sponsor must reply, in writing, to the request for reconsideration within 30 calendar days from the date the program sponsor receives the request. The program sponsor must send a copy of the written reply to the apprentice within the 30 calendar days.
6. If the apprentice disagrees with the program sponsor's decision, the apprentice may file an appeal with the Apprenticeship Program, (WAC 296-05-105). If the apprentice does not timely file an appeal, the decision of the program sponsor is final

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after 30 calendar days from the date the program sponsor mails the decision to the apprentice. See section “D” below.

### **D. Apprentice Complaint Review/Appeals Procedures:**

1. If the apprentice disagrees with the program sponsor’s decision, the apprentice must submit a written appeal to L&I’s apprenticeship section within 30 calendar days from the date the decision is mailed by the program sponsor. Appeals must describe the subject matter in detail and include a copy of the program sponsor’s decision.
2. The L&I apprenticeship section will complete its investigation within 30 business days from the date the appeal is received and attempt to resolve the matter.
3. If the Apprenticeship section is unable to resolve the matter within 30 business days, the Apprenticeship section issues a written decision resolving the appeal.
4. If the apprentice or sponsor is dissatisfied with L&I’s decision, either party may request the WSATC review the decision. Requests for review to the WSATC must be in writing. Requests for review must be filed within 30 calendar days from the date the decision is mailed to the parties.
5. The WSATC will conduct an informal hearing to consider the request for review.
6. The WSATC will issue a written decision resolving the request for review. All parties will receive a copy of the WSATC’s written decision.

## **XI. SPONSOR – RESPONSIBILITIES AND GOVERNING STRUCTURE**

The following is an overview of the requirements associated with administering an apprenticeship program. These provisions are to be used with the corresponding RCW and/or WAC. The sponsor is the policymaking and administrative body responsible for the operation and success of this apprenticeship program. The sponsor may assign an administrator or a committee to be responsible for day-to-day operations of the apprenticeship program. Administrators and/or committee members must be knowledgeable in the process of apprenticeship and/or the application of chapter 49.04 RCW and chapter 296-05 WAC and these standards. If applicable, sponsors must develop procedures for:

### **A. Committee Operations (WAC 296-05-009): (Not applicable for Plant Programs)**

Apprenticeship committees must be composed of an equal number of management and non-management representatives from a minimum of four to a maximum of twelve members. Committees must convene meetings at least three times per year attended by a quorum of committee members as defined in these approved standards.



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### **B. Program Operations**

The sponsor will record and maintain records pertaining to the administration of the apprenticeship program and make them available to the WSATC or Department upon request. Records required by WAC 296-05-100 will be maintained for five (5) years; all other records will be maintained for three (3) years. Apprenticeship sponsors will submit required forms/reports to the Department of Labor and Industries through one of the two prescribed methods below:

Sponsors shall submit required forms/reports through assigned state apprenticeship consultant. Forms may be obtained through the programs assigned apprenticeship consultant.

Sponsors shall submit required reports through the Apprentice Registration and Tracking System (ARTS).

1. The following is a listing of forms/reports for the administration of apprenticeship programs and the time-frames in which they must be submitted:
  - a. Apprenticeship Agreements – within first 30 days of employment
  - b. Authorization of Signature forms - as necessary
  - c. Approved Training Agent Agreements– within 30 days of sponsor action
  - d. Minutes of Apprenticeship Committee Meetings – within 30 days of sponsor approval (not required for Plant program)
  - e. Request for Change of Status - Apprenticeship/Training Agreement and Training Agents forms – within 30 days of action by sponsor.
  - f. Journey Level Wage Rate – annually, or whenever changed as an addendum to section VII. Apprentice Wages and Wage Progression.
  - g. Related Supplemental Instruction (RSI) Hours Reports (Quarterly):
    - 1st quarter: January through March, due by April 10
    - 2nd quarter: April through June, due by July 10
    - 3rd quarter: July through September, due by October 10
    - 4th quarter: October through December, due by January 10
  - h. On-the-Job Work Hours Reports (bi-annual)
    - 1st half: January through June, by July 30
    - 2nd half: July through December, by January 31
2. The program sponsor will adopt, as necessary, local program rules or policies to administer the apprenticeship program in compliance with these standards. Requests for revision to these standards of apprenticeship must be submitted 45 calendar days prior to a quarterly WSATC meeting. The Department of Labor and Industries, Apprenticeship Section's manager may administratively approve requests for revisions in the following areas of the standards:
  - a. Program name

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- b. Sponsor's introductory statement
  - c. Section III: Conduct of Program Under Washington Equal Employment Opportunity Plan
  - d. Section VII: Apprentice Wages and Wage Progression
  - e. Section IX: Related/Supplemental Instruction
  - f. Section XI: Sponsor – Responsibilities and Governing Structure
  - g. Section XII: Subcommittees
  - h. Section XIII: Training Director/Coordinator
3. The sponsor will utilize competent instructors as defined in WAC 296-05-003 for RSI. Furthermore, the sponsor will ensure each instructor has training in teaching techniques and adult learning styles, which may occur before or within one year after the apprenticeship instructor has started to provide instruction.

C. Management of Apprentices:

1. Each apprentice (and, if under 18 years of age, the parent or guardian) will sign an apprenticeship agreement with the sponsor, who will then register the agreement with the Department before the apprentice attends RSI classes, or within the first 30 days of employment as an apprentice. For the purposes of industrial insurance coverage and prevailing wage exemption under RCW 39.12.021, the effective date of registration will be the date the agreement is received by the Department.
2. The sponsor must notify the Department within 30 days of all requests for disposition or modification to apprentice agreements, which may include:
  - a) Certificate of completion
  - b) Additional credit
  - c) Suspension (i.e. military service or other)
  - d) Reinstatement
  - e) Cancellation
  - f) Corrections
  - g) Step Upgrades
  - h) Probation Completion date
  - i) Other (i.e., name changes, address)
  - j) Training Agent Cancellation
3. The sponsor commits to rotate apprentices in the various processes of the skilled occupation to ensure the apprentice is trained to be a competent journey-level worker.
4. The sponsor shall periodically review and evaluate apprentices before advancement to the apprentice's next wage progression period. The evidence of such advancement will be the record of the apprentice's progress on the job and during related/supplemental instruction.
5. The sponsor has the obligation and responsibility to provide, insofar as possible, reasonably continuous employment for all apprentices in the program. The sponsor

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may arrange to transfer an apprentice from one training agent to another or to another program when the sponsor is unable to provide reasonably continuous employment, or they are unable to provide apprentices the diversity of experience necessary for training and experience in the various work processes as stated in these standards. The new training agent will assume all the terms and conditions of these standards. If, for any reason, a layoff of an apprentice occurs, the apprenticeship agreement will remain in effect unless canceled by the sponsor.

6. An apprentice who is unable to perform the on-the-job portion of apprenticeship training may, if the apprentice so requests and the sponsor approves, participate in related/supplemental instruction, subject to the apprentice obtaining and providing to the sponsor written requested document/s for such participation. However, time spent will not be applied toward the on-the-job portion of apprenticeship training.
7. The sponsor shall hear and decide all complaints of violations of apprenticeship agreements.
8. Upon successful completion of apprenticeship, as provided in these standards, and passing the examination that the sponsor may require, the sponsor will recommend the WSATC award a Certificate of Completion of Apprenticeship. The sponsor will make an official presentation to the apprentice who has successfully completed his/her term of apprenticeship.

### **D. Training Agent Management:**

1. The sponsor shall offer training opportunities for apprentices by ensuring reasonable and equal working and training conditions are applied uniformly to all apprentices. The sponsor shall provide training at an equivalent cost to that paid by other employers and apprentices participating in the program. The sponsor shall not require an employer to sign a collective bargaining agreement as a condition of participation.
2. The sponsor must determine whether an employer can adequately furnish proper on the job training to an apprentice in accordance with these standards. The sponsor must also require any employer requesting approved training status to complete an approved training agent agreement and to comply with all federal and state apprenticeship laws, and these standards.
3. The sponsor will submit training agent agreements to the Department with a copy of the agreement and/or the list of approved training agents within thirty calendar days from the effective date. Additionally, the sponsor must submit rescinded training agent agreements to the Department within thirty calendar days of said action.

### **E. Committee governance (if applicable): (see WAC 296-05-009)**

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1. Apprenticeship committees shall elect a chairperson and a secretary who shall be from opposite interest groups, i.e., chairperson-employers; secretary-employees, or vice versa. If the committee does not indicate its definition of quorum, the interpretation will be “50% plus 1” of the approved committee members. The sponsor must also provide the following information:

- a. Quorum: **Quorum will be 50% of committee members plus 1.**
- b. Program type administered by the committee: **Group Joint**
- c. The employer representatives shall be:

**Sam Yuhan, Secretary  
Northshore School District  
3330 Monte Villa Parkway  
Bothell, WA 98021  
425-408-6000**

**Dr. Dani Pfeiffer  
Federal Way School District  
33330 8<sup>th</sup> Ave S  
Federal Way, WA 98003  
253-945-2000**

**Dr. Miriam Mickelson  
Sedro-Woolley School District  
801 Trail Rd  
Sedro-Woolley, WA 98284  
360-855-3500**

- d. The employee representatives shall be:

**Larry Delaney, Chair  
Washington Education  
Association  
32032 Weyerhaeuser Way S  
Federal Way, WA 98001**

**Aimee Iverson  
Washington Education  
Association  
32032 Weyerhaeuser Way S  
Federal Way, WA 98001**

**Keith Swanson  
Walla Walla Valley Education  
Association  
5 West Alder #231  
Walla Walla, WA 99362**

F. Plant programs

For plant programs the WSATC or the Department designee will act as the apprentice representative. Plant programs shall designate an administrator(s) knowledgeable in the process of apprenticeship and/or the application of chapter 49.04 RCW and chapter 296-05 WAC and these standards.

The designated administrator(s) for this program is/are as follows:

**(Washington Education Association Apprenticeship Residency in Teaching)**

N/A

**XII. SUBCOMMITTEE:**

Subcommittee(s) approved by the Department, represented equally from management and non-management, may also be established under these standards, and are subject to the main committee. All actions of the subcommittee(s) must be reviewed by the main committee. Subcommittees authorized to upgrade apprentices and/or conduct disciplinary actions must be structured according to the same requirements for main committees.

N/A

**XIII. TRAINING DIRECTOR/COORDINATOR:**

The sponsor may employ a person(s) as a full or part-time training coordinator(s)/ training director(s). This person(s) will assume responsibilities and authority for the operation of the program as are delegated by the sponsor.

**Dr. Jim Meadows  
32032 Weyerhaeuser Way S  
Federal Way, WA 98001**

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<i>Rec. 8/30/24</i> L&I Apprenticeship Consultant	<i>Teri Gardner 8/30/24</i> L&I Admin

Department of Labor and Industries  
 Apprenticeship Section  
 PO Box 44530  
 Olympia WA 98504-4530



## Journey Level Wage Rate

From which apprentices' wage rates are computed

TO: Washington State Apprenticeship & Training Council  
 FROM: WA Education Assoc. Apprenticeship Residency in Teaching

Occupation:	County(ies):	Journey Level Wage Rate:	Effective Date:
K-12 Special Education Teacher	All counties in the state of WA	\$64,117	School Year 2023-24
		\$	
		\$	
		\$	

Sponsors must submit the journey-level wage at least annually or whenever changed to the Department.

**Form must be signed by Committee Chair and Secretary or Program's Authorized Signer**

<input type="checkbox"/> Chair	Date 08/30/2024	<input type="checkbox"/> Secretary	Date
<input checked="" type="checkbox"/> Authorized Signer			
Print Name: James Meadows		Print Name:	
Signature: <i>James Meadows</i> <small>DocuSigned by: 7EA33EF47E36450</small>		Signature:	

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<i>Rec. 8/30/24</i> L&I Apprenticeship Consultant	<i>Teri Gardner 8/30/24</i> L&I Admin

Department of Labor and Industries  
 Apprenticeship Section  
 PO Box 44530  
 Olympia WA 98504-4530



## Apprenticeship Related/Supplemental Instruction (RSI) Plan Review

Program Name Washington Education Association Apprenticeship Residency in Teaching (WEA ART)	
Occupation K-12 Special Education Teacher	
Term/OJT Hours 2000	Total RSI Hours 465 RSI Hours
Training Provider WEA ART	

By the signature placed below, the **program sponsor** agrees to provide the prescribed RSI for each registered apprentice and assures that:

1. The RSI content and delivery method is and remains reasonably consistent with the latest occupational practices, improvements, and technical advances.
2. The RSI is coordinated with the on-the-job work experience.
3. The RSI is provided in safe and healthful work practices in compliances with WISHA and applicable federal and state regulations.
4. The RSI Plan is maintained, updated and submitted to the Department a minimum of once every 5 years (WSATC Policy 2015-01; rev, 10-21-21).
5. The RSI will be conducted by instructors who meet the qualification of the "competent instructor" as described in WAC 296-05-003:
  - a. Has demonstrated a satisfactory employment performance in her/her occupation for a minimum of three years beyond the customary learning period for that occupation; and
  - b. Meets the State Board for Community and Technical Colleges requirements for a professional technical instructor (see WAC 131-16-080 through -094), or be a subject matter expert, which is an individual, such as a journey worker, who is recognized within the industry as having expertise in a specific occupation; and
  - c. Has training in teaching techniques and adult learning styles, which may occur before or within one year after the apprenticeship instructor has started to provide the related technical instruction.
6. If using alternative forms of instruction, such as correspondence, electronic media, or other self-study, instruction shall be clearly defined.

**Signatures on next page**

**Form must be signed by Committee Chair and Secretary or Program's Authorized Signer**

<input type="checkbox"/> Chair	Date 08/30/2024	<input type="checkbox"/> Secretary	Date
<input checked="" type="checkbox"/> Authorized Signer			
Print Name: James Meadows	Print Name:		
Signature: <small>DocuSigned by:</small> <i>James Meadows</i> <small>7EA33EF47E36450...</small>	Signature:		

**Training Provider Signature**

Approved By (Print Name): James Meadows	Title: Dean
Signature of the Training Provider: <small>DocuSigned by:</small> <i>James Meadows</i> <small>7EA33EF47E36450...</small>	
Date: 08/30/2024	

If additional training providers are needed, go to page 4.

**SBCTC**

Print Name:	Title:
Signature of the Program Administrator:	
Date:	
<input type="checkbox"/> SBCTC recommends approval	<input type="checkbox"/> SBCTC recommends return to sponsor



Program Name WEA ART	Occupational Objective K-12 Special Education Teacher
-------------------------	--

**Note:** The description of each element must be in sufficient detail to provide adequate information for review by the SBCTC and Review Committee. To add more elements, click on the plus sign that appears below the "Description of Element/Course" field.

**Describe minimum hours of study per year in terms of (check one):**

- 12-month period from date of registration.
- Defined 12-month school year.
- 2,000 hours of on-the-job training.

Element/Course: Law, Policy, Professionalism, & Ethics	Planned Hours: 55
Mode of Instruction (check all that apply) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Online <input type="checkbox"/> Self-Study Provided by: WEA ART	
Description of element/course: Overview of special education law & related general education laws, including professional practice and ethics relating to the education of students with disabilities. This will also include family partnerships and incorporate cultural and linguistic funds of knowledge. Candidates will learn about practices that reflect professional norms and approaches to cultivating professional norms in others, as well as the code of professional conduct for educators. 6 hours classroom; 34 hours online synchronous; 15 hours online asynchronous. Semester 1.	

Element/Course: Learner Growth & Development- Issues of Abuse & Emotional Behavioral Distress in Students	Planned Hours: 55
Mode of Instruction (check all that apply) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Online <input type="checkbox"/> Self-Study Provided by: WEA ART	
Description of element/course: Overview of how learners grow throughout multiple stages of development. This will include an understanding of individual differences, diverse cultures, and communities. Issue of Abuse and Emotional/Behavioral Distress in students. 6 hours classroom; 33 hours online synchronous; 16 hours online asynchronous. Semester 1.	

Element/Course: Teaching & Learning, Standards & Methodology Part 1	Planned Hours: 55
Mode of Instruction (check all that apply) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Online <input type="checkbox"/> Self-Study Provided by: WEA ART	
Description of element/course: Understanding the concepts and structures of curriculum standards and instructional design that develop meaningful learning experiences accessible to students with disabilities. Candidates will engage with the Since Time Immemorial curriculum focused on history, culture, and government of American Indian peoples. Candidates will learn about challenging behavior in terms of the phases of the acting-out cycle and behavior management. 6 hours classroom; 34 hours online synchronous; 15 hours online asynchronous. Semester 2.	

Element/Course: Teaching & Learning, Standards & Methodology Part 2	Planned Hours: 60
Mode of Instruction (check all that apply) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Online <input type="checkbox"/> Self-Study Provided by: WEA ART	
Description of element/course: Applying the concepts and structures of curriculum standards and instructional design to implement meaningful learning experiences accessible to students with disabilities. 15 hours classroom; 33 hours online synchronous; 12 hours online asynchronous. Semester 3.	

Element/Course: DEI in the Classroom Environment	Planned Hours: 65
Mode of Instruction (check all that apply)	

<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Online <input type="checkbox"/> Self-Study Provided by: WEA ART
Description of element/course: Teachers engage in a study of growth mindset of themselves and students. This results in reflective practice that incorporates the impact of their choices on others, as well as understanding of how to create environments that foster individualist and collectivist learning while building self and social identities. 15 hours classroom; 36 hours online synchronous; 14 hours online asynchronous. Semester 1, 2, 3.

Element/Course: IEP Development and Implementation Part 1	Planned Hours: 60
Mode of Instruction (check all that apply) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Online <input type="checkbox"/> Self-Study Provided by: WEA ART	
Description of element/course: Understanding the evaluation and IEP development process including family partnerships, professional collaboration, assessment, progress monitoring, services, and SDI. This course also includes supports, modifications, and accommodations. 6 hours classroom; 34 hours online synchronous; 20 hours online asynchronous. Semester 2.	

Element/Course: IEP Development and Implementation Part 2	Planned Hours: 60
Mode of Instruction (check all that apply) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Online <input type="checkbox"/> Self-Study Provided by: WEA ART	
Description of element/course: Understanding the evaluation and IEP development process. Knowledge of resources and systems. 10 hours classroom; 36 hours online synchronous; 14 hours online asynchronous. Semester 3.	

Element/Course: Professional Learning on Certification and Completion of Professional Growth Plan	Planned Hours: 55
Mode of Instruction (check all that apply) <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Online <input type="checkbox"/> Self-Study Provided by: WEA ART	
Description of element/course: Candidates will understand the Washington state processes of certification, licensure, endorsements and ongoing professional learning opportunities and requirements. Candidates will also learn about the range of ongoing professional learning available to them through the WEA, school districts, ESDs, and other professional learning providers. Instructors will ensure that candidates learn how to access ongoing professional learning related to inclusionary practices, specific content areas such as STEM, CCDEI, culturally responsive classroom management, and National Board Certification. Candidates will understand the requirements needed to complete a Professional Growth Plan. The PGP will be part of an ongoing, integrated, goal setting process for candidates. 10 hours classroom; 20 hours online synchronous; 25 hours online asynchronous. Semester 1.	

## Additional Training Providers (if necessary)

[Click or tap here to enter text.](#)  
Print Name Training Provider

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Title of Training Provider

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Organization of Training Provider

*Teri Gardner 8/30/24*

## WEA-ART

### Committee Selection Letter

With guidance from staff with the Washington State Labor & Industries, the Washington Education Association (WEA) slated an initial Apprenticeship Committee composition of six members. WEA established a smaller advisory committee in its first year of operation and will consider expanding members in future years. WEA invited six individuals who represent the proportional balance of both employer and employee groups. WEA invited individuals who bring unique and valuable perspectives to guide our future work. Each has accepted.

#### Employer Members:

- Dr. Miriam Mickelson, Superintendent, Sedro Woolley School District
  - WEA Teacher Residency partner in 2024-25, 2025-26
  - Extensive background in K-12 education as a teacher, school principal and school administrator
  - Represents small, rural community school district seeking to diversify teaching workforce and address special education teaching shortages
- Dr. Dani Pfeiffer, Superintendent, Federal Way Public Schools
  - WEA Teacher Residency partner in 2023-24, 2024-25, 2025-26
  - Extensive background in K-12 education as a teacher, school principal and school administrator
  - Represents large, suburban school district seeking to diversify teaching workforce and address special education teaching shortages
- Sam Yuhan, Assistant Director Human Resources, Northshore School District
  - WEA Teacher Residency partner in 2023-24 with former employing school district (Mukilteo School District)
  - Extensive background in recruiting and supporting diverse future educators

#### Employee:

- Larry Delaney, President, Washington Education Association

- Positional leader of the union providing the teaching apprenticeship
- State and national roles in representing the apprenticeship program and securing resources and support
- Aimee Iverson, Executive Director, Washington Education Association
  - Positional executive director of the union providing the teaching apprenticeship
  - Lawyer and former WEA General Counsel and related expertise to inform committee work
- Keith Swanson, President, Walla Walla Valley Education Association
  - WEA Teacher Residency partner in 2023-24, 2024-25, 2025-26
  - Represents small, rural community school district seeking to diversify teaching workforce and address special education teaching shortages

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*Teri Gardner 8/30/24*

L&I Apprenticeship Consultant

L&I Admin

Department of Labor and Industries  
 Apprenticeship Section  
 PO Box 44530  
 Olympia WA 98504-4530



## Apprenticeship Committee Representative Qualifications

The Apprenticeship Committee is responsible for the day-to-day operations of the apprenticeship and training program and operating the program consistent with the standards of apprenticeship. Pursuant to WAC 296-05-009, the Representative listed below shall be familiar with the applicable apprenticeship standards.

Name of Program	Washington Education Association Apprenticeship Residency in Teaching (WEA ART)
-----------------	---

Committee Representative Name Aimee Iverson	Committee Representative Signature <i>Aimee Iverson</i>
<input type="checkbox"/> Employer Representative <input checked="" type="checkbox"/> Employee Representative <i>(Does not have the authority to hire or fire)</i>	

### Work Experience

Position (most recent first)	Employer / Organization	From (mm/yy)	To (mm/yy)
Exec. Director	Washington Education Association	01/21	current
Gen. Counsel	Washington Education Association	07/08	12/20
Asst GC	Washington Education Association	10/99	06/08

### Education History

Name of Training and/or School (most recent first)	Completed Date (mm/yy)	Program of Study	Degree or Certification
Seattle University School of Law	05/98	Law	JD
University of Washington	08/92	Philosophy/Comp. Lit	BA

### Other Technical Certifications or Licenses Held

Licensed to practice law in Washington state and in Federal Court
---

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*Teri Gardner 8/30/24*  
L&I Admin

Department of Labor and Industries  
Apprenticeship Section  
PO Box 44530  
Olympia WA 98504-4530



**Apprenticeship Committee  
Representative Qualifications**

The Apprenticeship Committee is responsible for the day-to-day operations of the apprenticeship and training program and operating the program consistent with the standards of apprenticeship. Pursuant to WAC 296-05-009, the Representative listed below shall be familiar with the applicable apprenticeship standards.

Name of Program  
Washington Education Association Apprenticeship Residency in Teaching (WEA ART)

Committee Representative Name Dr. Miriam Mickelson	Committee Representative Signature <i>Miriam Mickelson</i>
<input checked="" type="checkbox"/> Employer Representative <input type="checkbox"/> Employee Representative ( <i>Does not have the authority to hire or fire</i> )	

**Work Experience**

Position (most recent first)	Employer / Organization	From (mm/yy)	To (mm/yy)
Superintendent	Sedro-Woolley School District	07/21	Present
Exec Dir. T&L	Snohomish School District	07/15	06/21
Principal	Edmonds Woodway HS	07/12	06/15
Asst. Principal	Lake Washington HS	07/09	06/12
Teacher/Coach	Lakes High School	09/03	06/09

**Education History**

Name of Training and/or School (most recent first)	Completed Date (mm/yy)	Program of Study	Degree or Certification
Seattle Pacific University	06/17	Educational Leadership	Ed.D.
Seattle Pacific University	06/06	Curriculum & Instruction	Masters
St. Martin's College	06/03	Transition to Teaching	Teacher Cert
University of San Jose- Recoletos	10/96	Mass Communication	BA

**Other Technical Certifications or Licenses Held**



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Representative Qualifications**

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Name of Program  
Washington Education Association Apprenticeship Residency in Teaching (WEAART)

Committee Representative Name  
Dr. Dani Pfeiffer

Committee Representative Signature  
*[Handwritten Signature]*

Employer Representative     Employee Representative (*Does not have the authority to hire or fire*)

**Work Experience**

Position (most recent first)	Employer / Organization	From (mm/yy)	To (mm/yy)
Superintendent	Federal Way Public Schools	07/2021	current
Deputy Supt.	Federal Way Public Schools	07/2016	07/2021
CAO/Deputy Supt	Federal Way Public Schools	07/2015	07/2016
Area Inst. Chief	Renton School District	07/2014	07/2015
School Imp Off.	Renton School District	07/2013	07/2014
Principal/Admin.	Kent School District	07/2005	07/2013

**Education History**

Name of Training and/or School (most recent first)	Completed Date (mm/yy)	Program of Study	Degree or Certification
Seton Hall	2015	Educational Leadership & Policy	Ed.D.
Washington State University	2018	Superintendent Credential & pgm	
Western Washington University		Principal Certification	
Lesley University		Curriculum & Instruction	Masters
Oklahoma State University		Elementary Education	Bachelor

**Other Technical Certifications or Licenses Held**



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*Teri Gardner 8/30/24*  
L&I Admin

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Olympia WA 98504-4530



**Apprenticeship Committee  
Representative Qualifications**

The Apprenticeship Committee is responsible for the day-to-day operations of the apprenticeship and training program and operating the program consistent with the standards of apprenticeship. Pursuant to WAC 296-05-009, the Representative listed below shall be familiar with the applicable apprenticeship standards.

Name of Program  
Washington Education Association Apprenticeship Residency in Teaching (WEA ART)

Committee Representative Name  
Keith Swanson

Committee Representative Signature  
*Keith Swanson*

Employer Representative  Employee Representative (*Does not have the authority to hire or fire*)

**Work Experience**

Position (most recent first)	Employer / Organization	From (mm/yy)	To (mm/yy)
English Teacher	Walla Walla Public Schools	2012	Present
English Teacher	Federal Way School District	1992	2005

**Education History**

Name of Training and/or School (most recent first)	Completed Date (mm/yy)	Program of Study	Degree or Certification
National Board Teacher Cert.	2023		NBCT cert
Western WA Univ.	2003	MA in Educ. Admin	← MA
Pacific Lutheran U.	1990	Teaching Cert.	ELA Teacher

**Other Technical Certifications or Licenses Held**

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*Teri Gardner 8/30/24*  
L&I Admin

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PO Box 44530  
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**Apprenticeship Committee  
Representative Qualifications**

The Apprenticeship Committee is responsible for the day-to-day operations of the apprenticeship and training program and operating the program consistent with the standards of apprenticeship. Pursuant to WAC 296-05-009, the Representative listed below shall be familiar with the applicable apprenticeship standards.

Name of Program  
Washington Education Association Apprenticeship Residency in Teaching (WEA ART)

Committee Representative Name Larry Delaney	Committee Representative Signature <i>[Signature]</i>
<input type="checkbox"/> Employer Representative <input checked="" type="checkbox"/> Employee Representative <i>(Does not have the authority to hire or fire)</i>	

**Work Experience**

Position (most recent first)	Employer / Organization	From (mm/yy)	To (mm/yy)
President	Washington Education Association	07/19	08/24
president	WEA Fourth Corner UniServ Council	07/18	07/19
President	Lakewood Education Association	07/13	07/19
Math Teacher	Lakewood School District	09/92	07/19
Sub. Teacher	Seattle Public Schools	12/90	6/92

**Education History**

Name of Training and/or School (most recent first)	Completed Date (mm/yy)	Program of Study	Degree or Certification
Central Washington University	12/90	History/Education	BA
Seattle Central College	8/95	Math	Endorsement

**Other Technical Certifications or Licenses Held**

Cornell University, National Labor Leadership Initiative, January, 2024

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*Rec 8/27/24 AN*  
L&I Apprenticeship Consultant

*Teri Gardner 8/30/24*  
L&I Admin

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Apprenticeship Section  
PO Box 44530  
Olympia WA 98504-4530



**Apprenticeship Committee  
Representative Qualifications**

The Apprenticeship Committee is responsible for the day-to-day operations of the apprenticeship and training program and operating the program consistent with the standards of apprenticeship. Pursuant to WAC 296-05-009, the Representative listed below shall be familiar with the applicable apprenticeship standards.

Name of Program Washington Education Association Apprenticeship Residency in Teaching (WEA ART)
--

Committee Representative Name Sam Yuhan	Committee Representative Signature <i>Samuel Yuhan</i>
<input checked="" type="checkbox"/> Employer Representative <input type="checkbox"/> Employee Representative ( <i>Does not have the authority to hire or fire</i> )	

**Work Experience**

Position (most recent first)	Employer / Organization	From (mm/yy)	To (mm/yy)
HR Director	Northshore School District	7/24	Present
Asst HR Director	Mukilteo School District	7/22	6/24
Dir of HR	Lake Washington School District	7/19	6/22
Principal	Edmonds School District	7/15	6/19
Principal	Everett Public Schools	7/13	6/15
Asst Principal	Renton School District	7/11	6/13

**Education History**

Name of Training and/or School (most recent first)	Completed Date (mm/yy)	Program of Study	Degree or Certification
California State University, Northridge		MA Educational Administration	Master's
California State University, Northridge		Science Education	Teacher cert
Westminster Seminary in California		MA Biblical Studies	Master's
University of California, Los Angeles		BA Biology	Bachelor's

**Other Technical Certifications or Licenses Held**

--

Rec 9/9/2024 *AN*

*Teri Gardner 9-9-24*

# WASHINGTON STATE EDUCATOR SHORTAGE REPORT

*School Year 2022-23*

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January 2024





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## AGENCY OVERVIEW

### Who we are and what we do

#### **The Professional Educator Standards Board (PESB)**

Created in 2000, PESB ensures that Washington’s educator workforce is composed of highly effective, professional educators who meet the diverse needs of schools and districts. PESB works towards this vision by creating innovative policies that improve and support educator quality, workforce development, and diversity.

#### **The Paraeducator Board**

Created in 2017, the Paraeducator Board establishes requirements and policies for paraeducator professional development certificates, and makes policy recommendations that will increase opportunities for paraeducator advancement through education, professional learning, and increased instructional responsibility.

#### **A collaborative approach**

PESB and the Paraeducator Board recognize that high standards for all educators are essential to student success and achievement. To support our students, we must support our educators.



## DEFINITIONS

### Federal Shortage Reporting

States report shortage areas to the U.S. Department of Education. This report of each state's shortage areas and previous years' reports are all published on the federal Teacher Shortage Area (TSA) website [tsa.ed.gov](https://tsa.ed.gov).

Typically, state data is submitted to the Secretary of Education annually in December for the prior school year. For example, data submitted in December 2023 reflects shortage areas that the state calculated during the 2022-23 school year.

### Endorsement

An endorsement is the specific subject matter or content area listed on a teaching certificate in Washington state. All certificates must have at least one endorsement, and some endorsement areas cannot stand alone.

Typically, holding an endorsement means that a teacher has shown subject matter expertise in that subject area. Subject matter expertise is demonstrated in several ways, including program completion, passing a content area assessment, and/or completing National Board certification in that area.

### Assignment policy

PESB works to ensure that Washington's students have courses and support services from appropriately credentialed educators. One way PESB does this is through assignment policy: matching teacher endorsements with courses, and matching certificates with educator roles.

### Limited Certificates vs. Full Certificates

Full teacher certificate types include the initial certificate, residency certificate, continuing certificate, and professional certificate. These certificates indicate that an individual holds a bachelor's degree, completed content knowledge requirements for their endorsements held, and have either completed a state approved teacher preparation program, or show evidence of having experience teaching out-of-state.

Limited certificates are issued for educators who have not met full certification requirements, but meet other requirements. They provide flexibility for school districts who may not be able to staff certain roles or subject areas. Limited certificates can also be entry points to the profession. For example, individuals pursuing alternative routes to certification can teach with a limited certificate while they are completing their programs.

One key difference between limited certificates and full certificates is how they are issued. A limited certificate can only be issued if initiated by a school district that wishes to employ the individual. A full



certificate is initiated solely by the individual who has control over the certificate to earn additional endorsements, renew the certificate on their own, and use the certificate to seek employment.

## Shortage vs. Vacancy

It is important to note the differences between calculating shortage and calculating vacancy data. These are terms that are often conflated because they have similar meanings. It is also important to note that in Washington, there is currently no data collection done statewide on vacancy data.

### Teacher content area shortage

Teacher content area shortage is typically calculated as a course assignment to a teacher who is not fully certified to teach in the subject area typically assigned to that course. This typically occurs in one of two scenarios. Either:

- 1) The course is assigned to a fully certified teacher who does not hold a matching endorsement for the course code. This is typically referred to as an “out-of-endorsement” assignment.

OR

- 2) The course is assigned to a teacher holding a limited certificate. The limited certificate types that are most commonly assigned to these courses are **conditional certificates** or **emergency substitute certificates**.

The calculation for the state is the sum of all of the courses that meet either of these criteria.

### Vacancy

Vacancy is calculated as a job opening that is unable to be filled.

Vacancy data are not currently collected at a statewide level.

### Role shortage

The calculation for role shortage differs from the calculation for teacher content area shortage.

Because most non-teacher roles are not assigned to courses, those shortage areas are calculated solely by the number of limited certificates issued for the role.

Examples of non-teacher roles include those that typically require an educational staff associate (ESA) certificate - school counselor, school nurse, school psychologist, school social worker, etc.



## DEMOGRAPHIC SHORTAGE

Washington state has been particularly interested in demographic shortage areas in recent years, and one of the state’s priorities is increased diversification of the educator workforce.

Data below show the ethnic and racial demographics of the state’s student population compared to the teacher workforce in the 2022-23 school year.

There is a significant discrepancy between the gender and racial demographics of the teacher population compared to the student population. This discrepancy may be even more pronounced in specific sub-areas, such as the number of male teachers in elementary grades or female teachers in secondary STEM areas.

Washington State Student and Teacher Demographics 2022-23 school year				
	Student Count	Student %	Teacher Count	Teacher %
<b>Female</b>	526,897	48.04%	51,535	74.15%
<b>Gender X</b>	4,878	0.44%	29	0.04%
<b>Male</b>	564,920	51.51%	17,924	25.79%
<b>American Indian/ Alaskan Native</b>	13,433	1.22%	516	0.74%
<b>Asian</b>	95,166	8.68%	2,214	3.19%
<b>Black/ African American</b>	52,074	4.75%	1,123	1.62%
<b>Hispanic/ Latino of any race(s)</b>	280,257	25.55%	4,300	6.19%
<b>Native Hawaiian/ Other Pacific Islander</b>	15,245	1.39%	218	0.31%
<b>Two or More Races</b>	100,704	9.18%	1,371	1.97%
<b>White</b>	539,682	49.21%	59,410	85.48%
<b>TOTAL</b>	<b>1,096,695</b>	<b>100%</b>	<b>69,499</b>	<b>100%</b>

Source: [OSPI Report Card](#), 2022-23 school year



## METHODOLOGY FOR CONTENT AREA SHORTAGE

Content area shortage is calculated by adding the number of teachers teaching out-of-endorsement in a content area to the number of teachers with limited certificates in that same content area. This sum is then divided by the total FTE of teachers in that geographical area.

Multiple endorsement areas totaling up to 5% of the teacher FTE in the state are designated as shortage areas.

The 5% threshold, as well as the general methodology used to calculate shortage, are designated by the federal shortage reporting guide for states ([TSA User Manual](#)):

***The data used to determine teacher shortages includes:***

*(A) Teaching positions that are unfilled;*

*(B) Teaching positions that are filled by teachers who are certified by irregular, provisional, temporary, or emergency certification; and*

*(C) Teaching positions that are filled by teachers who are certified, but who are teaching in academic subject areas other than their area of preparation.*

*If the total number of unduplicated full-time equivalent (FTE) elementary or secondary teaching shortage areas positions does not exceed 5 percent of the total number of FTE elementary and secondary teaching positions in the State, the Secretary designates those areas as teacher shortage areas.*

Because Washington does not track statewide teacher vacancy data, we must calculate shortage using data available in (B) and (C) as listed above. Our limited certificate data provides information for (B) and our out-of-endorsement data provides information for (C).

## IMPLICATIONS

### Federal financial aid

The shortage areas reported to the U.S. Department of Education have several implications in federal financial aid programs:

- The federal [TEACH grant](#) provides student aid for future teachers who are completing coursework to begin a career in teaching. In order to be eligible for this grant, candidates must agree to teach in shortage areas designated by the Secretary of Education as “high-need teaching fields,” which include any areas listed by states on the TSA website.
- The federal [Perkins Loan Cancellation](#) program also determines eligibility based on either high-need teaching fields or other shortage areas designated by state education agencies.

## State teacher workforce initiatives

Additionally, there are several Washington state workforce programs that also utilize the calculated data on shortage areas. All of these programs are administered by the [Washington Student Achievement Council](#) (WSAC):

- The **Educator Retooling Conditional Scholarship** supports Washington State certificated educators looking to add a shortage area endorsement to their certificate.
- The **Teacher Shortage Conditional Scholarship** is designed to provide financial aid to encourage persons to become teachers and to retain these teachers in shortage areas.
- The **Alternative Routes Conditional Scholarship** program is designed to provide financial aid to encourage people to become teachers through alternative route teacher certification programs and to retain these teachers in shortage areas.

Finally, one of the criteria for alternative route teacher preparation program approval is a focus on preparing teachers in shortage areas. In alternative route programs, school districts and PESB-approved teacher preparation programs form partnerships focused on district-specific teacher shortage areas. Additionally, the programs agree to enroll candidates in subject or geographic endorsement shortage areas, as defined by PESB. ([WAC 181-80-010](#))

## LIMITATIONS

There are several limitations to calculating shortage using the methodology described above.

First, the way that assignment policy currently works is that a single course code is matched with specific endorsement areas. However, that course code can only be counted once toward shortage, but some courses could theoretically count toward multiple subject areas. For example, the course “Science, Technology, and Society” could be classified as a science course or a social studies course. If this course is staffed by an out-of-endorsement teacher, there must be a decision made as to what subject area is counted toward the total shortage - science or social studies.

A second limitation is that educators and course codes are not always matched one-to-one. Many “specialists” exist in the K-12 education system, including English language learner teachers, special education teachers, reading and literacy specialists, math specialists, and more. Because these teachers provide support in multiple classrooms throughout a school building during a school day, they are not matched to a single course code and are generally undercounted in this type of calculation.

Another limitation is that some types of courses are just offered more frequently than others. For example, these may be “required” courses for graduation requirements. Due to the way that the shortage is calculated, these areas will be overrepresented because of the larger demand for educators who hold matching endorsements, so they will have a higher shortage FTE count statewide. Similarly, courses that are not offered as frequently, such as Latin, will simply have a smaller shortage FTE count.



## CONSOLIDATION DECISIONS

There were several decisions made by PESB to consolidate several endorsement areas, primarily to match the federal reporting areas available:

Special Education (SPED) includes the following endorsements:

- Early Childhood Special Education
- Special Education

Mathematics (consolidated) includes the following endorsements:

- Middle Level Mathematics
- Mathematics

Science (consolidated) includes the following endorsements:

- Biology
- Chemistry
- Earth and Space Science
- Middle Level Science
- Physics
- Science



## DESIGNATING CRITICAL SHORTAGE AREAS

The federal shortage report does not require that states rank shortage areas by total FTE. Rather, they allow for states to designate critical shortage areas, so long as the total FTE shortage reported falls below the 5% threshold.

At the January 2024 board meeting, the Professional Educator Standards Board voted to approve the shortage areas listed below for the state, designating those areas as statewide critical shortage areas in the report to the U.S. Department of Education.

## STATEWIDE TEACHER SHORTAGE AREAS

(as submitted to the U.S. Department of Education for the 2022-23 school year)

### **Designated statewide critical shortage areas (% FTE shortage) Approved by PESB board, January 2024**

- SPED (1.50%)
- Elementary Education (0.60%)
- CTE - Health Science (0.49%)
- CTE - STEM (0.49%)
- Early Childhood Education (0.45%)
- Mathematics (0.45%)
- School Counselor (0.33%)
- School Nurse (0.14%)
- Spanish (0.12%)
- School Psychologist (0.11%)
- School Speech Language Pathologist or Audiologist (0.10%)
- Reading (0.07%)
- Computer Science (0.06%)
- ELL/Bilingual Education (0.05%)
- School Social Worker (0.02%)
- School Behavioral Analyst (0.01%)

## REGIONAL SHORTAGE AREAS

(top 7 areas ranked by total percentage FTE, by educational service district)

ESD 101 (Spokane)	
Shortage area	% FTE shortage
SPED	1.4397%
CTE - Science, Technology, Engineering and Mathematics	0.7460%
CTE - Health Science	0.5890%
Elementary Education	0.4202%
CTE - Agriculture, Food and Natural Resources	0.3375%
CTE - Arts, A/V Technology and Communications	0.3240%
CTE - Information Technology	0.3122%

ESD 105 (Yakima)	
Shortage area	% FTE shortage
SPED	1.7358%
CTE - Science, Technology, Engineering and Mathematics	0.9655%
School Counselor	0.9493%
Elementary Education	0.8516%
Early Childhood Education	0.7675%
Mathematics (consolidated)	0.7160%
Science (consolidated)	0.6970%

ESD 112 (Vancouver)	
Shortage area	% FTE shortage
SPED	1.6862%



CTE - Health Science	0.6428%
Elementary Education	0.6214%
CTE - Science, Technology, Engineering and Mathematics	0.5840%
CTE - Agriculture, Food and Natural Resources	0.4807%
CTE - Arts, A/V Technology and Communications	0.4522%
Mathematics (consolidated)	0.4059%

Capital Region ESD 113 (Tumwater)	
Shortage area	% FTE shortage
SPED	2.1236%
Elementary Education	1.3091%
CTE - Arts, A/V Technology and Communications	0.9019%
Health/Fitness	0.8374%
CTE - Science, Technology, Engineering and Mathematics	0.7937%
Early Childhood Education	0.6212%
CTE - Agriculture, Food and Natural Resources	0.5751%

Olympic ESD 114 (Bremerton)	
Shortage area	% FTE shortage
SPED	1.9959%
CTE - Health Science	0.8410%
CTE - Science, Technology, Engineering and Mathematics	0.8223%
Early Childhood Education	0.7363%
English Language Arts	0.5270%
CTE - Arts, A/V Technology and Communications	0.5083%
Elementary Education	0.4933%



Puget Sound ESD 121 (Renton)	
Shortage area	% FTE shortage
SPED	1.1093%
CTE - Arts, A/V Technology and Communications	0.4160%
Elementary Education	0.4051%
Mathematics (consolidated)	0.3882%
CTE - Health Science	0.3579%
CTE - Science, Technology, Engineering and Mathematics	0.2974%
School Counselor	0.2692%

ESD 123 (Pasco)	
Shortage area	% FTE shortage
SPED	1.7168%
Early Childhood Education	0.8642%
Elementary Education	0.8619%
CTE - Health Science	0.6545%
Mathematics (consolidated)	0.6289%
CTE - Information Technology	0.5357%
English Language Arts	0.4822%

North Central ESD 171 (Wenatchee)	
Shortage area	% FTE shortage
SPED	1.7998%
Elementary Education	1.4805%
Mathematics (consolidated)	0.8560%





English Language Arts	0.7859%
CTE - Agriculture, Food and Natural Resources	0.7438%
CTE - Science, Technology, Engineering and Mathematics	0.6525%
CTE - Health Science	0.5613%

<b>Northwest ESD 189 (Anacortes)</b>	
<b>Shortage area</b>	<b>% FTE shortage</b>
SPED	1.6340%
CTE - Health Science	0.4353%
CTE - Arts, A/V Technology and Communications	0.3795%
English Language Arts	0.3463%
School Counselor	0.3431%
Mathematics (consolidated)	0.3398%
CTE - Science, Technology, Engineering and Mathematics	0.3259%

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